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ABSTRACT

These three humanities course guides for grades 10, 11, and 12 have been designed to deal with social, ethical, and educational problems while maintaining the essentials of the traditional social studies and English programs, such as the development of writing and speaking skills, aesthetic values, and historical knowledge. The program enables the teaching team to educate each student as close to his individual potential as possible, encouraging the development of self-motivation and dependability. The syllabi briefly outline concepts to be developed, method of teaching (i.e., large group, seminar, lab, student-teacher conference, or independent study), and questions for discussion and student evaluation. Extensive lists of resource materials--readings, films, and recordings--are provided for individual topics. [Not available in hard copy due to marginal legibility of original document.] (MF)

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HUMANITIES I

MAN AND EVOLUTION

TE 002 171

STANTON SCHOOL DISTRICT
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Wilmington, Delaware 19808

THE DICKINSON HUMANITIES PROGRAM
STANTON SCHOOL DISTRICT

During the past two years, special teams have been developing a more realistic program for the students of John Dickinson High School. Because so many elements of the traditional English and social studies subjects have proven inadequate to meet the demands of today's world, the Humanities program has been designed to deal with real social, ethical and educational problems, while maintaining the essentials of the traditional social studies and English programs such as the development of writing and speaking skills, aesthetic values, historic knowledge, etc. Actually, we believe these skills and ideas will be re-inforced by the new concept approach used in Humanities.

It is hoped that every student will show his parents this syllabus so that they may see the scope of just one year of the Humanities program. The syllabus gives an outline of the complete course, stating clearly: (1) the concepts that are to be developed, (2) the content to be used in the development of the concept, (3) the methods of teaching, and (4) suggested questions for evaluation designed to measure how well each student has learned the concepts. Lists of supplementary readings, films, recordings, resource people and materials are also included. Teachers of the team designate to the students which materials are to be used--often on an individual basis. The program is designed to enable the teaching team to educate each student as close to his individual potential as possible.

In no way are the limits of this course confined to the material listed. Students will be encouraged to do much on their own so they may develop the self-motivation and dependability that the school philosophy considers of utmost importance. The program provides art and music and other scientific reinforcement. Students are taught to examine concepts objectively and formulate their own conclusions, based upon data that are meaningful. They will be challenged to back their ideas with facts, particularly in small-group sessions, in individual tutoring sessions and on examinations.

Although the three-year Humanities program is sequential in design, provision is made so that each can be studied separately. The course has the official approval of the State Department of Public Instruction.

Important things to keep in mind:

1. There are three Humanities courses now offered in Dickinson.

   Humanities I - Man and Evolution, Grade 10
   Humanities II - Man and Revolution, Grade 11
   Humanities III - The Future of Man,- Grade 12

2. Each course replaces the traditional English and social studies offered for that grade.

3. Each Humanities course offers 2 credits toward graduation.

4. One grade determined by the teacher team will be given.

5. Passing it is required since it meets the graduation requirements of English and social studies.

6. Each course consists of several types of instruction: (1) large groups - used mainly to motivate students, to present facts and ideas and to evaluate, (2) seminars - to discuss and develop concepts, (3) labs - to develop writing skills and perform research, (4) independent study, and (5) teacher-pupil conferences.

The members of the teams who designed the program:

William Keim	-	Coordinator of Secondary Education
Henry Schaefer	-	Humanities Division Chairman
William Donald	-	Communications Section Leader
Anthony Carbone	-	Social Science Section Leader
Philip Keiffer	-	Social Studies
Robert Gerald	-	Social Studies
Fred Danaway	-	English
Charles Johnson	-	English
Richard Bellis	-	Social Studies
Ray Lewis	-	Art

Acknowledgment is made also to parents, students, the librarian and other faculty members who have aided indirectly in the program development.

William P. Keim
Coordinator of Secondary Education
Stanton School District

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HUMANITIES I

Directions for use of the Syllabus

1. Please note that each unit is introduced by a statement of the concept, in essence, a statement of the unit theme.

2. Content refers to actual activities materials and questions that will be handled by the methodology suggested.

3. Each sub unit is followed by suggested resources which teachers will assign for study. These resources are available in the Humanities Learning Center. Additional material is listed at the end of each main unit.

4. In preparation for evaluations, please study the Evaluation Questions at the end of each unit.

5. A Humanities Workshop has been provided for writing, conference and research activities.

6. One of the most profitable practices you should establish is that of meeting individually or in small groups with one of your humanities teachers. They will be happy to give you individual help. You, however, are required to meet with them when they feel a conference is necessary.

7. CAUTION You will find it extremely wise to read ahead of the required reading load. Failure to do so will place you in the embarrasing position of a person whose reading debt bars him from discussion. Staying abreast of all reading and study requirements is a definite part of this course. Failure to do so will surely prevent your success.

UNIT INTRODUCTORY TITLE MAN IS THE OBJECT

CONCEPT There is a crisis in man's knowledge of himself.

Code: LG = large group
IS = independent study

CONTENT	METHODOLOGY
I. Why the Humanities approach?	LG
How is the Humanities approach different?	Seminar
Orientation to resource areas.	Seminar
"Are the Humanities Obsolete?", Janice L. Gorm	
II. What is Man?	LG
Alexander Pope: "An Essay on Man"	
William Wordsworth: From Ode on Intimations of Immortality	
Thomas Wolfe: "What is Man?"	
A. According to Alexander Pope, why is man's position in the world difficult?	Seminar
B. What does Wordsworth mean when the child becomes an adult, he tends to forget "that imperial palace whence he came."	Seminar
C. According to Thomas Wolfe, whet is the "..... one belief, one faith, that is man's glory, his triumph, his immortality....?"	Seminar
RESOURCES	IS
"Ode on Intimations of Immortality", Wordsworth, England in Literature, pp. 279-80	
Essay on Man, Pope, A. (Reprint)	
What is man?, Wolfe, T. (Reprint	
III. Defining Oneself and Others:	
A. In "On Running Away", what do the boys find out about people and money?	Seminar
B. Have you ever felt that the "patterned world" you meet in school "insults the dignity of experience"? Or do you like the security which comes from being within a pattern?	Seminar
C. Why does Keats say that the individual's "chances of finding what he seeks are never good" in regard to the attempt to run toward life and toward himself?	Seminar

CONTENT	METHODOLOGY
D. What does Kerouac, in "Alone on a Mountain Top", consider the chief value of spending a long time alone?	Seminar
E. What was the lesson Kerouac learned from his summer on Desolation Mountain?	Seminar
F. What does Thoreau mean by the statement "that a man has to live....by dead reckoning"?	Seminar
G. What are some of Thoreau's objections to the way most people live?	Seminar
RESOURCES	IS
"On Running Away", Edge of Awareness, Keats, J. (pp. 13-23) "Alone on a Mountain Top", Edge of Awareness, Kerouac, J. (pp. 24-34) "Where I Lived and What I Lived For", Adventures in American Literature, Thoreau, H. D., pp. 591-594) Conformity (Film)	LG
IV. Defining Oneself through Art and Music: Van Gogh and Tchaikowsky	
A. Has man always contemplated the question "Who am I?"	Seminar
B. How have men expressed their desire to know themselves?	
RESOURCES	IS
Life Filmstrip - Van Gogh "Know Thyself", Western Literature: Themes and Writers, pp. 404 - 409 "Pathetique" - L. P. Record	
V. Man's Dilemma	LG
A. Has man's concept of himself changed?	Seminar
B. Comment: "Man is not on this earth merely to be happy.....(but) to realize things for humanity." (Van Gogh)	Seminar
C. Is it easier to be an individual today?	Seminar

CONTENT	METHODOLOGY
D. Although man concerns himself today with education, work, automobiles, football, etc. is his current human nature much different from that of his forefathers?	Seminar
E. Comment: The failure of man lies not in his nature, but in his nurture	Seminar

RESOURCES

"The Individual in Mass Society", Promise and Perils, Wallbank, T.W. and Alastair, M.T., (pp.65-73)
"The Individual in the Group", Simpson, E. L. (Reprint)
"The Crisis in Man's Destiny", Huxley, S. J. (Reprint)
"Becoming More and More Alike", Relman Morin, (pp. 865-67); "War or Peace", Jawakarlal, N. (pp. 908-10), Readings in World History, Stavrianos
"The Struggle To Be An Individual", Life Reprint, No. 19

HUMANITIES LAB

Simulation - Life Career

EVALUATION

"Man is not on this earth merely to be happy.... (but) to realize things for humanity."

On the basis of what you have read and in your personal experiences, what does this statement mean to you?

RESOURCES

"Animal," Great Books of the Western World: Syntopicon, Vol. I., pp. 19-26
"Being", GBWW, Vol. I., pp. 126-134
"Evolution", GBWW, Vol. I., pp. 451-459
"Family", GBWW, Vol. I., pp. 486-495
"Man", Great Books of the Western World: Syntopicon, Vol. II., pp. 1 - 10
"Nature", GBWW, Vol. II., pp. 225-232
"Man and Society", Gateway to the Great Books, Vol. I., pp. 53 - 74
"Who Are You", Adventures in Living, pp. 240-301
The Secret Life of Walter M. Hy, Thurber, J.
Catcher in the Rye, Salinger
A Separate Peace, Knowles, J.
"The Pearl", Steinbeck, J., Adventures in Living,
"The Diary of Anne Frank", Frank, A.
"Man's" Search for Meaning", Frankl, Encounters: Themes in Literature
Status Seekers, Packard, V.
"The Need to Know and the Fear of Knowing", Nickerson, D. R., Contemporary Essays, pp. 262-268
The Undiscovered Self, Jung
"The Bear", Faulkner, Wm., Prose and Criticism, pp. 131-143

UNIT I TITLE COMMUNICATION

CONCEPT Through the development of communication, man became more human

Code: LG = Large Group
IS = Independent Study

CONTENT	METHODOLOGY
I. The development of language has promoted the survival of man.	LG
A. How can the use of language be described as an amplifier of the mind?	Seminar
B. How has language served as a means of cultural transmission?	Seminar
C. Language encouraged the stockpiling of experience.	Seminar
"Beyond all Barriers" - (Film)	LG
RESOURCES	IS
The Story of Language, Mario Pei, pp. 209-216 Modern Sociology, Koller and Couse, pp. 128-132 Modern Sociology, Koller and Couse, pp. 133-138 "Lament for a Dying Language", The United States in Literature, Nash, O., p. 602	
II. Man communicates by means of abstract symbols.	LG
A. For example how many abstract symbols are in the following sentence: "I see four students strolling to school."	Seminar
B. How was the ability to use abstract symbols a tremendous asset in man's struggle for survival?	Seminar
C. Discuss the means of communication that early man may have used.	Seminar
Ancient Egyptians (Film)	LG
D. Are symbols still used today?	
RESOURCES	IS
The Story of Language, Pei, M., pp. 11-23 "The Origin of Speech", Scientific American Reprint, Hockett, C. D., No. 603, Sept., 1960	

CONTENT	METHODOLOGY
RESOURCES (continued)	IS
"Symbols", Contemporary Essays, Nickerson, D. R. pp. 270-279 Life Filmstrip, The Coming of Civilization, frames 8 - 19	
III. Origins of Language e.g. bow-bow theory, pooh-pooh theory, proto-language theory	LG
A. Why are there so many languages?	Seminar
B. Discuss the evolution of the English language	Seminar
Language and Communication (Film)	LG
RESOURCES	IS
The Story of Language, Pei, M., pp. 24-31, 32-37 The Story of Language, Pei, M., pp. 38-50 The Story of Language, Pei, M., pp. 158-168 The Story of Language, McCormack, Jo Ann "The Origins of Language", Life Reprint, No. 25 "History of the English Language", Life Reprint, No. 54	
IV. The Development of Written Language	LG
A. Discuss the evolution of writing from pictures to phonetic symbols.	Seminar
B. Why did rules of grammar develop?	Seminar
C. How does one explain the size and uniformity of a language?	Seminar
RESOURCES	IS
The Story of Language, Pei, M., pp. 95-104 The Story of Language, Pei, M., pp. 129-139 The Story of Language, Pei, M., pp. 169-180 Readings in World History, Stavrianos, pp. 47-52	
V. Numbers, Numerals and Computation	LG
A. Without speech, would the communication of numbers be possible?	Seminar
B. Which came first, the use of the word "seven" or the use of the numeral "7"	Seminar

CONTENT	METHODOLOGY
C. How do you explain the universality in the use of the numeral "1".	Seminar
D. Explain the evolution of units of measure	Seminar
E. Which is the more abstract, the Arabic or the Roman numerals?	Seminar
F. Why is it necessary today to study other base number systems?	Seminar
G. Discuss computation from fingers to computers.	Seminar
RESOURCES	
Number Theory and Its History, Ore, O., pp. 6-24 The World of Mathematics, Newman, J. R., Vol. I, pp. 442-466 An Introduction to the History of Mathematics, Eves, H., pp. 7-27 Mathematics in the Making, Hogben, L., Ch. 2	IS
VI. What do we mean by Mass Media?	LG
A. How did the invention of the printing press revolutionize communication?	Seminar
B. Why was Galileo a more effective spokesman than Copernicus?	Seminar
C. Why was vernacular important?	Seminar
D. COMMENT: MAN LOOKS AT THE PRESENT THROUGH A REAR-VIEW MIRROR OF THE PREVIOUS TECHNOLOGY -- 19th Century Machine Age	Seminar
RESOURCES	IS
Modern Sociology, Koller and Couce, pp. 138-141 Time Magazine, May 14, 1965, pp. 84-88	
VII. What does Marshall McLuhan mean by the "Global Village"?	LG
A. Who is Marshall McLuhan?	
B. Why is every living room now a room-sized world?	Seminar

CONTENT	METHODOLOGY
C. Has man's central nervous system been extended by the mass media?	Seminar
D. How might have mass media changed the course of history? e.g..... colonization of the United States, the American Indian, American Revolution, War of 1812, etc.	Seminar
E. How does the immediacy of television news differ from that of the old movie news-reels? 1. Vietnam/World War II 2. Race riots/Shay's Rebellion 3. Kennedy Assassination/Lincoln's Assassination	Seminar
F. How does the Mass Media effect you?	
RESOURCES	
Time Magazine, May 14, 1965, pp. 84-88 (Reprint) "War and Peace in the Global Village", Book World, Sept. 15, 1968, (Reprint)	
VIII. Use and Misuse of Communication	
A. Discuss the effects of mass media upon the behavior and thinking of people.	Seminar
B. Does the mass media reflect the values of Society?	
C. Why does the term "propaganda" usually have an unfavorable connotation? Who uses propaganda?	
D. Discuss the use of propaganda techniques.	
E. Discuss: "Our purpose is to see that the whole nation thinks homogeneously."	
RESOURCES	
Hidden Persuaders, Packard, V. Modern Sociology, Koller and Couse, pp. 141-143 Julius Caesar, Shakespeare The Twisted Image "Television Craft", Adventures on American Literature, Cheyefisky, pp. 148-152	

HUMANITIES LAB ACTIVITIES

Game ----- Propaganda Game

EVALUATION

Do you agree with the original concept that technological improvements in communication have enabled man to become more human?

RESOURCES

"A Modest Proposal", Swift
"All Yankees Are Liars", Adventures in English Literature, Knight, E.
Brave New World, Huxley, A.
Communications: From Stone Age to The Space Age, Neal, H. E.
Dictionary of Symbols
Dictionary of Code Names: Signs and Countersigns
Encyclopedia of Prehistoric Art and Ancient Art, Larousse
Language: A Modern Synthesis, Whatmough, J.
Painted Rock to Printed Page, Roger
Madison Avenue, U. S. A., Martin
Mass Communications, Barnouw
Miracle of Language, Lair, C.
The Naked Society, Packard, V.
The Picture History of Painting, Janson
"What the Cigarette Commercials Don't Show", Reader's Digest, 1968
Understanding Media, McLuhan, M.
The Medium is the Message, McLuhan, M.
Communication in the United States (Fs 4 - 161)
Man and His Symbols, Jung, C. G.
The Silent Language
The Use and Misuse of Language, Hayakawa
Prehistoric Man, BraidWood
"The Communication Process", NCAT Tape
"Thought, the Foundation of All Communication", NCAT Tape
"Significant Advances in Communication", NCAT Tape

UNIT II TITLE THE EVOLUTION OF MAN

CONCEPT In becoming human, man evolved both biologically and socially

Code: LG - Large Group
IS - Independent Study

CONTENT	METHODOLOGY
I. The meaning of Evolution	LG
A. Let's look at some terms	Seminar
B. What does evolution mean to you?	Seminar
C. What permitted man to eventually prevail over his world?	Seminar
RESOURCES	IS
The Nature of Man, Ferguson, John P., pp. 1:1 - 1:6; pp. 2:1 - 2:5 Scientific American, No. 47, August, 1954, "The Origin of Life" "Evolution", Life Nature Library "Evolution: Darwin Discovers Nature's Plan", Life Reprint, No. 36	
II. Literary View of the Creation	LG
"The Creation", James Weldon Johnson "Boo and Hoohoo", Bert J. Decker	
A. What is the difference between the two poems on the creation?	Seminar
B. How does "The Creation" compare with the first chapter of Genesis?	Seminar
RESOURCES	IS
"The Creation", Johnson, J. W., Adventures in American Literature, pp. 296-299 "Boo and Hoohoo", Declur, B. J. (Reprint)	
III. Mythological View of Man	LG
A. What does the term "mythology" mean?	Seminar
B. Distinguish between mythology and reality.	Seminar
C. Can you find any foundation in reality for any of the myths? (for example: The Epic of Gilgamesh)	Seminar

CONTENT	METHODOLOGY
D. Does the Epic of Gilgamesh sound familiar?	Seminar
RESOURCES	IS
The Nature of Man, Ferguson, J. P., Chapter 15 The Nature of Man, Ferguson, J. P., Chapter 16 "Greece: Myths, Gods, and Heroes", Life Reprint The Masks of God: Occidental Mythology, Campbell, J., pp. 76-86 Ancient Myths, Goodrich, N. L., pp, 9-23 Mythology, Hamilton, E., pp. 63-75	
IV. Biblical Interpretation of Man's Origin	LG
A. Discuss the differences between the two chapters of Genesis.	Seminar
B. Discuss the order of creation as it is written in the two chapters of Genesis	Seminar
C. Could Genesis be an example of allegorical writing?	Seminar
D. Why does Chapter Two of Genesis have two trees?	
"Inherit the Wind" (Film)	LG
RESOURCES	
Bible - Genesis 1 - 4 The Masks of God: Occidental Mythology, Campbell, J., pp. 102-105	
V. The Anthropological View of Evolution	LG
A. Why were Darwin's theories controversial and significant?	Seminar
B. What were the stages of man's development?	Seminar
C. How was man able to prevail - biologically?	Seminar
D. Discuss the significance of speech, tools, fire, in man's evolution.	Seminar
E. Behaviorally, how is man similar and dissimilar with other animals.	Seminar
"Dawn of Man" (Film	LG

CONTENT	METHODOLOGY
RESOURCES	IS
The Nature of Man, Ferguson, J. P., Chap. 12 The Search for Early Man, Crest, H. "Early Man", Life Nature Library "Charles Darwin", Eiseley, L., The Epic of Man, Life Scientific American Reprint No. 108, Feb., 1956 The Story of Man, Coon, C. S, pp. 9 - 42 "Becoming Human: A glance at Prehistory", Dethleson, E. S. (Reprint) "Adventures in the Search for Man", National Geographics, January, 1963 "Family in Search of Prehistoric Man", National Geographics, February, 1965 Science News Letter, February, 1967, p. 188 "Man and War", Tappa, D. W. Man's Cultural Heritage, Welty, P. T., pp. 1-12 A Global History of Man, Stavrianos, L. S., pp. 54-68 A World History, Roselle, D., pp. 4 - 14 Prehistoric Men, Braidwood, R. J., pp. 1-10; 15-29 "The Secret of Life", Eiseley, L., Search for Perspective, P. 512	
VI. Man and the Group	LG
A. Why did man find it necessary to live in groups?	Seminar
B. What were the prerequisites to living in groups?	Seminar
C. Why are some societies patriarchical and others matriarchical?	Seminar
D. How did group-living further man's evolution?	Seminar
RESOURCES	IS
"The Origin of Society", Saklins, M. D., American Scientific Reprint, No. 602., Sept. 1960 Living in Social Groups, Quinn, J. A. Chapters 1 and 5 and 8 "The Growth of Society" (s-4-121), Life Filmstrip The Nature of Man, Ferguson, J. P., Chapter 13	

	CONTENT	METHODOLOGY
VII.	Science and Evolution: Past and Present	LG
	A. Cite examples of how primitive man used science to better his existence?	Seminar
	B. How has man used science to shape his evolution?	Seminar
	C. What do we mean by the biological revolution?	Seminar
	D. Is natural selection extinct?	Seminar
	E. Is man continuing to evolve?	Seminar

RESOURCES

"The Present Evolution of Man", Dobzhansky, T., Scientific American Reprint, No. 609
"Evolution in Human Hands", Glass, B. (Reprint)
"On Living in a Biological Revolution", The Atlantic, February, 1969 (Reprint)
"Exploring the Secrets of Life", Newsweek, (Reprint)
"What Will the New Man Be Like", Life Reprint, No. 32

EVALUATION

"Both biologically and sociologically man has made great evolutionary strides so that now he seems to be master of his own fate."

Through a brief history of our evolution, explain why you agree or disagree with the above statement.

RESOURCES

"The Epic of Man Series", Life Filmstrips
"Origins of Life", Life Filmstrip
"Mythology", Life Filmstrip
African Genesis, Ardrey, R.
Territorial Imperative, Ardrey, R.
The Naked Ape, Morris, D.
Meet Your Ancestors, Andrews, R.
Mythology, Bullfinch
Mythology, Hamilton
Ancient Myths, Goodrich
The Bull From the Sea, Renault
The King Must Die, Renault
Jason, Treece, H.
The Amber Princess, Treece, H.
The Eagle King, Treece, H.
The Purple Quest, Slaughter
Old Wine, New Bottles, Hades
The Mask of God, Campbell
Anthropology, Bram
Archeology, Johnson
The Past That Would Not Die, Lord
Lost Worlds, Doyle
The Anvil of Civilization, Cottrell
First Came the Family, Underhill, R.
Uses of the Past, Muller
The History of the World, Sedillot
The Loom of History, Muller
Human Types, Firth
Evolution in Action, Huxley, T.
Primitive Peoples Today, Weyer, E.
The Ten Grandmothers, Marriot, A.
Primitive Man and His Ways, Smith, K. B.
The Origin of Things
Understanding Other People
"Man Adapting: His Limitations and Potentialities", Environment for Man, pp. 11-26
"First European Civilization: Crete"
"Egypt's Era of Splendor", Life Filmstrip
"Age of Exploration", Life Filmstrip
"Forebearers of the West - The Celts", Life Filmstrip
"Stone-age People of Today", Life Filmstrip
"The Coming of Civilization" Life Filmstrip
"The Middle Ages", Life Filmstrip
"The Universe", NCAT Tape
"Matter", NCAT Tape
"Life", NCAT Tape
"Man", NCAT Tape

UNIT III - A TITLE MAN'S STRUGGLE WITH HIS ENVIRONMENT

CONCEPT Man's struggle for survival is influenced by his environment.

Code: LG - Large Group
IS - Independent Study

CONTENT	METHODOLOGY
NATURE: SERVANT OR MASTER	LG
Man was forced out of his tree	LG
Geography's influence upon people	LG
SUGGESTED SEMINAR QUESTIONS	
1. Has Man's process of civilization made him fear nature less?	Seminar
2. Would man have continued his evolutionary path without environmental forces?	Seminar
3. What effect did the Ice Age have upon man?	Seminar
4. Does man's physical environment continue to shape his life?	Seminar
5. Is it possible that cultural diversity could be explained as a different response to environmental stimuli?	Seminar
6. Man's current response to his environment has the potential for both good and evil. Comment.	Seminar

RESOURCES

A Global History of Man, Stavrianos, L. S., pp. 2-14; 26-37; 59-67
Prehistoric Men, Braidwood, R. J., pp. 11-14; 23, 32-33; 41
"The Distribution of Man", Howells, W. W., Scientific American Reprint, September, 1960
"Continental Drift", Wilson, J. T., Scientific American Reprint, April, 1963
"Sea Lullaby", Wylie, E., Adventures in American Literature, p.282
Mythology, "Ovid", Hamilton, E.
"Man Adapting: His Limitations and Potentialities", Environment for Man, Ewald, W. R. (Jr.), pp. 11-25
"The Environment We See", Swinburne, H. H., Environment for Man, pp. 110-135
"Some Thoughts on the Future", Howard, J. T., Environment For Man, pp. 275-278

UNIT III - B

CONCEPT Man is domesticated by the development of Agriculture

CONTENT	METHODOLOGY
The Neolothic Revolution	LG
The Domestication of Man	LG
Malthus on Food	LG
SUGGESTED SEMINAR QUESTIONS	
1. Describe the disadvantages man suffered as a hunter and food gatherer?	
2. Why is the discovery of the production of food a great turning point in man's history?	
3. How did the Neolithic Revolution change man's way of life?	
4. How was the disaster, predicted for the world's people by Malthus, temporarily prevented?	

RESOURCES

Prehistoric Men, Braidwood, R. J., pp. 112-135
32 Problems in World History, Fenton, E. pp. 15-21
"The Agricultural Revolution", Braidwood, R. J., Scientific American Reprint, September, 1960
"Climate and Agriculture", Went, F. W., Scientific American Reprint, June, 1957
"The Human Population", Deevey, E. S., (Jr.), Scientific American Reprint, Sept., 1960
"World Population", Huxley, J., Scientific American Reprint, March, 1956
Promise and Perils, Wallbank and Taylor, pp. 33-45
"Toward the Sunset" from Giants in the Earth, Rolvaag, Adventures in World Literature, pp. 697-708
"The Discovery of Agriculture", (Fs-4-126), Life Filmstrip

UNIT III - C

CONCEPT The development of commerce civilizes man and makes him interdependent

CONTENT	METHODOLOGY
Cultural Diffusion Barter to Money The Rise of the Middle Class SUGGESTED SEMINAR QUESTIONS 1. How did commerce enlarge man's frame of reference in the world in which he lived? 2. Trade caused the acquisition of new skills. 3. How did the rise of the middle class revolutionize class structure? 4. How has commerce created problems for man?	LG

RESOURCES

"Invention of Carriage in the Classical Age", Aramco World, Readings in World History, Stavrianos, pp. 69 -72
"Interregional Trade During the Classical Age", Bodde, D., Readings in World History, Stavrianos, pp. 73 - 75
Global History of Man, Stavrianos, L. S., Units III, IV, and VIII

UNIT III - D

CONCEPT The development of science and technology helps man to cope with his natural environment and thus influences his cultural environment

CONTENT	METHODOLOGY
The Iron Age	LG
The Industrial Revolution	LG
The Triumph of Technology	LG
SUGGESTED SEMINAR QUESTIONS	
1. What enabled man to spend less time at work?	Seminar
2. What new problems did machines create for man?	Seminar
3. Have the effects of machines exceeded man's ability to adjust?	Seminar
4. What has been the impact upon man and his institutions?	Seminar
5. Have science and technology contributed to the aesthetics of man's environment?	Seminar

RESOURCES

Readings in World History, Stavrianos, pp. 57-59; 149-160
32 Problems in World History, Fenton, pp. 146-154
"The Scientific Revolution", Butterfield, H., Scientific American Reprint, Sept., 1960
"Science Has Spoiled My Supper", Wylie, P., from Search For Perspective, pp. 307-315
"Science and Man's Freedom" Compton, A. H., from Search for Perspective, pp. 316-326

UNIT III - E

CONCEPT "Cities have always been the fireplaces of civilization whence light and heat radiated into the dark, cold world." (Theodore Parker)

CONTENT	METHODOLOGY
Nomad to Villager	LG
Free Rise of New Institutions	
Limits of the Urban Environment	LG
SUGGESTED SEMINAR QUESTIONS	
1. With the rise of cities, man's struggle with nature was partially replaced by one with politics and economics.	
2. What led to the establishment of villages?	
3. Why did villages become cities?	
4. How did the physical environment influence the location of cities?	
5. Were cities the fireplace of what we consider a civilized man?	
6. Did cities mark the introduction of social inequalities into man's life?	
7. Describe the anatomy of a city?	
8. Has the anatomy changed?	
9. What does the term megalopolis mean?	

RESOURCES

Our cities... Our Pride and Our Problem
"The City as a Mechanism for Sustaining Human Contact", Alexander, C., Environment for Man, Ewald, W. R. (Jr.), pp. 60-73
Senior Scholastic, November 22, 1968
Everyweek, May 3, 1967
"Origin of Cities", Scientific American, (Reprint)
"Cities for Tomorrow, Life Reprint, No. 20
"Rome: Lively Hub of An Empire", Life Reprint No. 16

EVALUATION

A. Man would have evolved without the stimulus of environmental change. Comment.

B. The development of agriculture was truly revolutionary in man's struggle with his environment. Comment.

C. With the development of commerce, science and technology, man gained more security, but was no longer an independent individual. Comment.

D. How have cities both humanized and dehumanized man?

RESOURCES

The Story of Man, Coon, C.
Mainsprings of Civilization, Huntingdon, E.
Challenge and Change
The Adventures of Marco Polo, Polo
The Merchant of Venice, Shakespeare
Columbus, Morrison, S. E.
The Ancient Mariners
The Journals of Captain Cook
Moby Dick, Melville
The Jungle, Sinclair, U.
Main Street, Lewis, S.
The Evolution of Science, Metraux, G. and Crouget, F.
Cultural Patterns and Technical Change, Mead, M.
A Hideous History of Weapons, Berg, C.
A Short History of Science, Butterfidd
What is Science?, Campbell
"Kindly Unhitch That Star, Buddy", Nash, Adventures in American Literature, p. 668
"The Pedestrian", Bradbury, Adventures in American Literature, p. 122
"Why Wait For Science", Frost
"All Summer and a Day", Bradbury, Values in Literature, p. 261
"August 2026: There Will Come Soft Rain", Bradbury, On Writing by Writers, p. 16
Architecture, U. S. A.
The City In History, Mumford, L.
"A River", Lindbergh, A., Search for Perspective, p. 149
"New York, The Colonial City", Satre, Search for Perspective, p. 256
"Anchorage", O'Donovan, P., Search for Perspective, p. 134
Our Town, Wilder, T.
Political Power in the Ancient World, Levi, M. A.
Medieval Cities, Pirenne, H.
People and Place, Mead, M.
Man's Rise to Civilization, Farb, P.
The Universe of Galileo and Newton
Man Against Nature
The Triumph of Science and Reason
From Crossbow to H-Bomb, Brodie
"The Discovery of Agriculture, Life Filmstrip
Implications of Space, NCAT Tape
Advances in Space Research, NCAT Tape
"Challenges and Changes Which This Space Age Brings", Von Brown, NCAT Tape

UNIT IV - A TITLE MAN'S STRUGGLE WITH HIS ENVIRONMEN

CONCEPT Man long ago realized the value of education, and today he sees it as the answer to most of his problems.

CONTENT	METHODOLOGY
Tutorial Methodology (one to one, one to few, patriarchal informality) Traditional structures and methodology (mass, group identity, rote) Recent: Dewey's Progressive Philosophy (Bushmens' Imitative Techniques) Current: "A New Design For Educational Excellence" (Stage presentation of the above using narration, spotlighted vignettes, etc.)	Large Group and Independent Reading
What is meant by the "Lock-Step" system?	Large Group Seminar
What role does student responsibility play in(a) tutorial, (b)traditional (c)flexible (d) non-graded systems?	Seminar
What is the origin of the public school system in America?	Seminar
The financial crisis as it applies to education. (Federal-State-Local-Special considerations)	Seminar
Visitations to schools (Alexis I. du Pont, Marbrook, Stetson Jr. High, Dover, McKean)	Field Trips

CONTENT	METHODOLOGY
RESOURCES	IS

The School As a Center of Inquiry
A Global History of Man, Stavrianos, pp. 286-287
"The Soviet Educational Challenge", Readings in World History, Stavrianos, pp. 386-387
"Rules For Soviet School Children", Readings in World History, Stavrianos, pp. 388-389
"Indoctrination in Soviet Schools", Readings in World History, Stavrianos, pp. 390-391
"Soviet Education Strength and Weaknesses", Readings in World History, Stavrianos, pp. 391-393
"Education for Freedom", Huxley, A., Contemporary Essays, Nickerson, D. R., p. 430
"Education for a Full Life", Hutchins, Environment and Policy, pp. 38-57
"What Is a Good Education", World History: The Clash of Ideas, pp. 133 - 144
"The Educated Man", Newman, Adventures in English Literature, p. 505
"On Education", Huxley, Literature of England, p. 594
"On Education", A. Einstein, Search for Perspective, p. 271
"A Great Teacher's Method", Seudder, Search for Perspective, p. 71

UNIT IV-B TITLE MAN'S STRUGGLE TO MASTER HIMSELF

CONCEPT Man uses law to provide order in civilization.

CONTENT	METHODOLOGY
Who makes the laws?	Seminar
How are laws made?	Seminar
LAW	Large Group
The Law and Justice	Large Group
What are the origins of American law?	Seminar
Is capital punishment justified?(Hammurabi)	Seminar
The law and the invasion of privacy?	Seminar
The law and morality.(drug usage, sexual conduct, divorce, etc.)	Seminar
Freedom versus license.	Seminar
The courtroom scene.	Field Trip
Who were the parties involved? What were their functions?	Seminar
Lawyers: Civil, Corporate, Criminal (Nizer, Bailey, G. Bennett Williams, Belli, Foreman). Prosecuting (D.A. s: Garrison, Spector, etc.)	Seminar
The roles of the public defender-Legal Aid Society	Large Group
As a private citizen, what should you know about the law?	Seminar

CONTENT	METHODOLOGY
RESOURCES	IS

"Law and Life in Two Ancient Societies", Fenton, E., 32 Problems in World History, pp. 22 - 26
"Roman Law and Christian Citizens", Fenton, E., 32 Problems in World History, pp. 40 - 45
"A Milestone in Constitutional Government", Fenton, E., 32 Problems in World History, pp. 88 - 92
"Locke and Rousseau", 32 Problems in World History, pp. 123-128
Freedom in the Western World, Muller, H. J.
Freedom in the Modern World, Muller, H. J.
"The American Constitution"
"The Devil and Daniel Webster", Benet, Adventures in American Literature, p. 74

UNIT IV-C TITLE MAN'S STRUGGLE TO MASTER HIMSELF

CONCEPT Man's struggle is reflected in his art, music, drama, and dance.

CONTENT	METHODOLOGY
"Struggles Within and Without in the Visual Arts" (Shahn, Delacroix, Riviera, Sequieros, Daumier, Marsh, Grosz, Van Gogh, Goya, Pollock)	Large Group
You are an artist. What would you include in your painting relative to man's struggles? How would you use your subject theme?	Seminar - (doing project with paper and rudimentary images and/or word descriptions)
"You Always Hurt the One You Love"	Large Group
Does there seem to be any relationship between artistic greatness and deprivation?	Seminar
What if there had been no: Cezanne, Duncan Shakespeare, Louis Armstrong, Harriet Beecher Stowe?	Seminar
What does the word "Best" mean in the term : "Best Seller"?	Seminar
<u>The Dance</u>	Large Group
How is the dance sometimes symbolic of man's struggle?	Seminar

CONTENT	METHODOLOGY
RESOURCES	IS

"Michelangelo", Life Reprint, #4
"History of Western Culture: Medieval Man", Life Reprint, #43
"History of Western Culture: 19th Century Upheavel, Life Reprint, #42
"The American Theater: Our Town, Life Reprint, #68
"Discovery in Song"
"Discovery in Art"
"Giotto's Life of Christ", Life Filmstrip on Art and Architecture
"Michelangelo", Life Filmstrip
"Vincent Van Gogh", Life Filmstrip
"Georges Rouault", Life Filmstrip
"Henri Matisse", Life Filmstrip
"Pierre A.Renoir", Life Filmstrip
"Paul Gauguin", Life Filmstrip
A World History: A Cultural Approach, pp. 253-269 (Renaissance) pp. 474-481, 486-488
"What Is Art?", Tolstoy, Search for Perspective, p. 406

UNIT IV-D TITLE MAN'S STRUGGLE TO MASTER HIMSELF

CONCEPT There are a number of ethical and religious beliefs that have influenced man's conduct.

CONTENT	METHODOLOGY
Religious beliefs and how they have influenced society (Presentations from outside source people) Protestantism Catholicism Buddhism Judaism Mohammedanism Hinduism	Large Group (Tentatively 6 Large group presentations)
What "common grounds" can be illustrated between these beliefs?	Seminar
What essential differences are there between Eastern and western beliefs?	Seminar
Distinguish between "lip service" and what we actually do.	Seminar
What parallels, what conflicts in - Church and Civil Government: a. Freedom b. Responsibility c. Schooling d. Taxation	Seminar
In what ways, if any, have the teenagers of today estranged themselves from organized religions?	Seminar
There are many topics of an ethical nature that we could discuss, but let's mainly dwell on two: a. race b. poverty	
HUNGER IN AMERICA - (C.B.S.)	Large Group - Film
ONE NATION UNDER GOD	Large Group - Film
Field Trip Possibilities: Moslem Mosque Shrine of Immaculate Coception Hindu Cultural Center Synogogue Smithsonian Institute	Field Trip

CONTENT	METHODOLOGY
RESOURCES	IS

"The Nature of Human Nature: 1) Morality, 2) Religion, LP Records
"The Answer", Wylie, Essays on Morals
Science and Human Values, Bronowski
"The Dawn of Religion", Life Filmstrip
"Hinduism", World's Great Religions, Life Filmstrip
"Buddhism", " " " " "
"Confucianism and Taoism", World's Great Religions, Life Filmstrip
"Islam" , World's Great Religions, Life Filmstrip
"Christianity" " " " " "
"Judaism" " " " " "
Great Religions By Which Men Live
Readings From World Religions
The Judaeo - Christian Tradition
The Religions of Man
The Man From Nazareth
"The Ten Commandments", Holy Bible
"The Golden Rule"
"The Sermon on the Mount", Bible
Man's Cultural Heritage, pp. 247-248; pp. 277-278
"Conscience, Man's Recall to Himself", Fromm, E., Contemporary Essays, Nickerson, D. R.

UNIT IV-E TITLE MAN'S STRUGGLE TO MASTER HIMSELF

CONCEPT There are several basic philosophies that are shaping human beliefs.

CONTENT	METHODOLOGY
Philosophy: Intuition or Reason?	Large Group
"COGITO ERGO SUM	Seminar
ESSE QUAM VIDERI	Seminar
Do the intentions, habits, and actions of today's youth form a philosophy?	Seminar
Can a person's ethics be justified and/or determined by his point of view?	Seminar
By his conditioning?	
By his education?	
By his economy?	
By his race?	

CONTENT	METHODOLOGY
RESOURCES	IS

"Greece: The Birth of Reason", Life Reprint, #3
"What is Existentialism", Life Reprint, #68
Living Issues in Philosophy, Titus
6 Existentialist Thinkers, Blackman
Worldly Philosophers, Heilbrouer
Existentialism and the Modern Predicament, Heineiman
Essays in Philosophy, Peterson
Mentor Series: 1) Age of Belief, 2) Age of Adventure, 3) Age of Reason, 4) Age of Enlightenment, 5) Age of Ideology, 6) Age of Analysis
Man for Himself, Fromm, E.
From Plato to Nietzsche
The World of Humanism
A Generation of Materialism
A World History: A Cultural Approach, pp. 97-99
Man's Cultural Heritage, pp. 248-253; 279-281
"The Problem of Ethics for Twentieth Century Man", Schweitzer, A. Contemporary Essays, Nickerson, D. R., p. 362
"The Book of Job", Chase, Mary Ellen, Contemporary Essays, Nickerson, D. R.
"The Good Man and the Good Life", Bowra, C. M., Contemporary Essays, Nickerson, D. R.
"A Primer of Existentialism", Bigelow, G. E., Contemporary Essays, p. 439
"Right and Wrong", Lewis, C. S., Search for Perspective, Beal and Hoopes
"The Conservative View of Man and Society", Rossiter, C., Search for Perspective, Beal and Hoopes
"Self-Reliance", Emerson, R. W., Search for Perspective, Beal and Hoopes
Conclusion from "Walden", Thoreau, H. D., Search for Perspective Beal and Hoopes

EVALUATION

UNIT IV - A TITLE MAN'S STRUGGLE WITH HIS ENVIRONMENT

What ideas would you incorporate in an educational system?

Why would you incorporate these ideas?

UNIT IV - B TITLE MAN'S STRUGGLE TO MASTER HIMSELF

Can one differentiate between law and justice?

Cite examples to show how the pure essence of the law seems to dictate a particular end while the administration of that law may produce another end.

Do guilty parties deserve legal defense? (Through concensus of eye witnesses or overwhelming evidence.)

UNIT IV - C TITLE MAN'S STRUGGLE TO MASTER HIMSELF

Is the present trend toward dehuminization (in Art, Music, Drama, etc.), a protest? Or is it compatible with the current technological scene?

Struggles as evidenced in the various media are cyclic. If you believe so, then show historical parallels. If you do not believe so, then support your theory.

UNIT IV - D TITLE MAN'S STRUGGLE TO MASTER HIMSELF

In what ways, if any, have the teenagers of today estranged themselves from organized religions?

What are the basic similarities between these religions?

How does humanism apply to religion?

UNIT IV - E TITLE MAN'S STRUGGLE TO MASTER HIMSELF

What current examples can give illustrating philosophy which is intuitive? Philosophy which is a product of reason?

UNIT IV - A TITLE MAN'S STRUGGLE WITH HIS ENVIRONMENT

RESOURCES

Two Modes of Thought, Conant
The Non-Graded Curriculum, Brown
Pygmalion, Shaw, G. B.
"The Gentleman", Newman, Adventures in English Literature, p. 506
"I Open School", Enslow-Harlow, Ourselves and Others, p. 48
To Sir, With Love, Film, Book
Blackboard Jungle, Film, Book
Up the Down Staircase, Kaufman
A New Design for Educational Excellence, Keim
Essay on Man and Criticism, Pope
"Socrates", Ludwig, Adventures in Appreciation, p. 288
The Great Ideas, Plato: Protogorus, 45D to 46D
" " " " " Apology 201B
" " " " " Republic (Books II-III) (320C-339A)
"Let X Equal...." Barzun, J., Search for Perspective
A World History, Roselle
Good-bye, Mr. Chips, Hilton
The Hoosier Schoolmaster, Eggleston
"The Need to Know and the Fear of Knowing", Maslow, A., Contemporary Essays, p. 262

UNIT IV - B TITLE MAN'S STRUGGLE TO MASTER HIMSELF

RESOURCES

The Crucible, Miller
The Scarlet Letter, Hawthorne
Yankee From Olympus, Holmes
Scopes Trial, Darrow
7 Years on Death Row, Lewis
My Shadow Ran Fast, Sands
The Magna Carta
The Code of Hammurabi
The Great Ideas of Man - "Civil Gov't.", Locke, J.
Man and the State: The Political Philosophy
The Law as Literature, London
The Anatomy of Liberty, Douglas
Beyond the Chains of Illusion, Fromm
Masters of Deceit, Hoover
To Kill a Mocking Bird, Lee, H.
Les Miserables, Hugo, V.
Oliver Twist, Dickens, C.
Justice, Galsworthy, J.
"We Are All Brothers", Filmstrip
"The Growth of Society", Filmstrip

UNIT IV - C TITLE MAN'S STRUGGLE TO MASTER HIMSELF

RESOURCES

The Picture History of Painting, Janson
Gods and Goddesses in Art and Legend, Wechsler
Stories of the Great Operas, Cross
The Joy of Music, Bernstein
Opera Themes and Plots, Fellner
The Agony of Modern Music, Pleasents
South Pacific, Michener
West Side Story, Bernstein
Best Television Plays, Vidal
Requiem for a Heavyweight, Serling
Marty, Chayevsky
The Best American Short Stories (1964-1967)
Burl Ives Songbook
Classical Music for People Who Hate Classical Music, Amsco
Art and Craft of Poetry, Vellman
Music Through the Ages, Bauer
Moon and Sixpence, Maugham
The Agony and the Ecstasy, Stone
The Dance in Ancient Greece, Lawler
"The New Rock", Life Magazine, June 28, 1968
Lust for Life, Stone
Great Ballets, Balanchine
The Dance: From Ritual to Rock, Meerloo
The Dance in America, Terry
Star Performance, Terry
The Book of the Dance, DeMille
Untune the Sky, Plotz
My Life (Autobiography of Isadora Duncan), Duncan
Art of the Dance, Duncan
"Muzak: Chewing Gum for the Mind", Best of Fact
"Art", Thompson, Search for Perspective
"The Artist and the World", Carey, Search for Perspective
"America Sets the Global Beat", AED Publication
Frank Lloyd Wright, Architect of Vision, NCAT Tape
"Modern Art - Gaug in", Life Filmstrip
"Grotto's Life of Christ", Life Filmstrip
"The Development of Culture - Montague", Record

UNIT IV - D TITLE MAN'S STRUGGLE TO MASTER HIMSELF

RESOURCES

Syntopicon II
Encyclopedia Sources
"Ode on Intimations of Immortality from Recollections of Early Childhood", Wordsworth
The New Morals, Aiken
The Damned Human Race, Twain, M.
The Kerner Report, (The Civil Disorders; The Summary)
"My Lost Youth", Longfellow, American Literature, p. 277
Man's Most Dangerous Myth: The Fallacy of Race, Montague
Are U. S. Teens a Breed Apart?, AEP Publication
Stonehenge Decoded
The Spirit of Tragedy, Meller
The Social Contract and Discourse on the Origin of Inequality, Rousseau
World Without War, Millis
Mending Wall, Frost
"Hunger", Yezierska, Short Stories, p. 217
"God's World", Millay, Adventure in American Literature, p. 309
Catholicism, Brantel
Protestantism, Dunstan
Buddhism, Gard
Judaism, Hertsberg
Hinduism, Renau
Islam, Williams
The Great Religious Leaders, Potter
Man and Spirit: The Speculative Philosophers
Seasons of Discontent, Brustein
The Worldly philosophers, Heilbroner
The Open Mind, Oppenheimer
Why I Am Not a Christian, Russell
Religions in America, Rosten
Indian Country, Johnson
The Anatomy of Liberty, Douglas
The Torch of Life, DuBois
Living in a World Revolution, Kohn
Man, Nature and God, Northrop
Dialogue: Reflections on God and Man, Pope Paul VI
"The Problems of Ethics for 20th Century Man, Schweitzer, Contemporary Essays, p. 362
Folkways, Sumner
Discrimination, U. S. A., Javitz
The Nazarene, Asch
The Apostle, Asch
Moses, Asch
Penguin Island, France
""The Book of Job" Chase, Contemporary Essays, p. 397
"Conscience", Allpot, Contemporary Essays, p. 257
"The Dawn of Religion", Life Filmstrip
"Hinduism", Life Filmstrip

RESOURCES (continued)

"Christianity", Life Filmstrip
"Protestant Reformation", Life Filmstrip
"Judaism", Life Filmstrip
"Confucianism and Taoism", Life Filmstrip
"Buddhism", Life Filmstrip
"Islam", Life Filmstrip
"The Early Christians", Life Filmstrip
"Four Great Churches", Life Filmstrip

UNIT IV - E TITLE MAN'S STRUGGLE TO MASTER HIMSELF

RESOURCES

Spiritual Sayings of Kahiel Gibran
Voice of the Masters, Gibran, K.
Treasury of Thought
The Story of Chinese Philosophy, Ch' - U Chai
100 Great Thinkers, Green
The Spirit of Tragedy, Muller
"The 51st Dragon", Broune, H., Insights into Literature, p. 51
Essay in Aesthetics, Sartre
The Pleasures of Philosophy, Durant, W.
A History of Western Philosophy, Russell, B.
Philosophical Essays
Old Wine, New Bottles, Hadas
Two Modes of Thought, Conant
Science and Common Sense, Conant
Brave New World, Huxley
Brave New World Revisited, Huxley
Anthem, Rand, A.
"What Men Live By", Cary, Contemporary Essays, p. 339
"Power of the Symbol", Cary, Contemporary Essays, p. 342
"Understanding the Great Philosophers", Thomas, Contemporary Essays,
Lost Horizon, Hilton

HUMANITIES II

MAN AND REVOLUTION

Stanton School District
1800 Limestone Road
Wilmington, Delaware 19804

John Dickinson High School
1801 Milltown Road
Wilmington, Delaware 19808

Revised: August, 1970

TE 002 171

THE DICKINSON HUMANITIES PROGRAM
STANTON SCHOOL DISTRICT

During the past two years, special teams have been developing a more realistic program for the students of John Dickinson High School. Because so many elements of the traditional English and social studies subjects have proven inadequate to meet the demands of today's world, the Humanities program has been designed to deal with real social, ethical and educational problems while maintaining the essentials of the traditional social studies and English programs such as the development of writing and speaking skills, aesthetic values, historic knowledge, etc. Actually, we believe these skills and ideas will be re-inforced by the new concept approach used in Humanities.

It is hoped that every student will show his parents this syllabus so that they may see the scope of just one year of the Humanities program. The syllabus gives an outline of the complete course, stating clearly: (1) the concepts that are to be developed, (2) the content to be used in the development of the concept, (3) the methods of teaching, and (4) suggested questions for evaluation designed to measure how well each student has learned the concepts. Lists of supplementary readings, films, recordings, resource people and materials are also included. Teachers of the team designate to the students which materials are to be used - often on an individual basis. The program is designed to enable the teaching team to educate each student as close to his individual potential as possible.

In no way are the limits of this course confined to the material listed. Students will be encouraged to do much on their own so they may develop the self-motivation and dependability that the school philosophy considers of utmost importance. The program provides art and music and other scientific reinforcement. Students are taught to examine concepts objectively and formulate their own conclusions, based upon data that are meaningful. They will be challenged to back their ideas with facts, particularly in small-group sessions, in individual tutoring sessions and on examinations.

Although the three-year Humanities program is sequential in design, provision is made so that each can be studied separately. The course has the official approval of the State Department of Public Instruction.

Important things to keep in mind:

1. There are three Humanities courses now offered in Dickinson.

   Humanities I - Man and Evolution, Grade 10

   Humanities II - Man and Revolution, Grade 11

   Humanities III - The Future of Man, Grade 12

2. Each course replaces the traditional English and social studies offered for that grade.

3. Each Humanities course offers 2 credits toward graduation.

Humanities Program (Continued)

4. One grade determined by the teacher team will be given.

5. Passing it is required since it meets the graduation requirements of English and social studies.

6. Each course consists of several types of instruction: (1) large groups - used mainly to motivate students, to present facts and ideas and to evaluate, (2) seminars - to discuss and develop concepts, (3) labs - to develop writing skills and perform research, (4) independent study, and (5) teacher-pupil conferences.

The members of the teams who designed the program:

William Keim	-	Coordinator of Secondary Education
Henry Schaefer	-	Humanities Division Chairman
William Donald	-	Communications Section Leader
Anthony Carbone	-	Social Science Section Leader
Philip Keiffer	-	Social Studies
Robert Gerald	-	Social Studies
Fred Danaway	-	English
Charles Johnson	-	English
Ray Higgins	-	Social Studies
Ray Lewis	-	Art

Acknowledgment is made also to parents, students, the librarian and other faculty members who have aided indirectly in the program development.

William P. Keim
Coordinator of Secondary Education
Stanton School District

WPK:pmg

GENERAL DIRECTIONS

1. Please note that each unit cited in this syllabus is headed by a statement of the concept, in essence, a statement of the unit theme.

2. Content refers to factual material, to questions for discussion and to various learning projects. Note that methodology tells how each section of content is to be handled.

3. Each sub-unit is followed immediately by a list of required sources. A list of additional suggested sources is located at the end of each major unit. One of your teachers may assign to you as required reading a source listed as a suggested reading. An adequate number of required sources, as well as many of the suggested sources are available in the Humanities Learning Center. However, you are urged to seek and use additional sources on your own.

4. In preparation for evaluations you will find it helpful to contemplate the Suggestions for Study included immediately after Evaluation in the content list.

5. Humanities Workshop, both a time and place, has been established to provide you with a lab situation in which writing, conferences and research can be effected comfortably. At least one teacher of the Humanities will be available at all times in the workshop. Two teachers will work with you during scheduled workshop sessions.

6. One of the most profitable practices you should establish is that of meeting individually or in small groups with one of the teachers of Humanities. They will be happy to meet with you when you need extra help. By the same token, you are obligated to meet them when they feel a conference is necessary.

7. Required sources have been preceded by either an asterisk (*) or a sharp (#) symbol, some sources preceded by both (*#). The asterisk indicates that the source is especially suitable for the student who has little or no difficulty in reading. The Sharp symbol indicates that the source provides required information for the student who encounters difficulty with the asterisked sources. Both symbols indicate little difference in difficulty, Your teachers will clarify these symbols.
(*) (#) (*#)

EVALUATION

A final written evaluation will be submitted by the student at the end of each unit. The student will be asked to analyze the unit concept in the light of the materials presented in lectures or in reading assignments and materials discussed in seminars and in labs.

CONTENT	METHODOLOGY
College of sights & sounds of revolution	L.G.
Essay - "What is Revolution & Why Does Man Revolt"	Lab.
Revolution, Rebellion, Protest - is there a difference?	Seminar
"Revolution" - Syntopicon-Great Books of Western World, Vol. 11, pp. 226-33	I.S.
Compare and Contrast political, social, and economic revolution	Seminar
Definition of terms	L.G.
Course outline & description	L.G.
What is a revolutionary spirt?	Seminar
"From Self-reliance" - Ralph Waldo Emerson Adventures in American Literature, P.588	I.S.
"A Man's a Man For A' That" - Robert Burns Adventures in English Literature, Record	I.S.
Is Revolution necessary?	Seminar
"A Plan for the Freedom of Dissent" - Hand Search for Perspective: A Study of Prose PP 338-45	I.S.
"The Dangers of Nonconformism" - Morris Search for Perspective, pp. 329-34	I.S.
What is the difference between Evolutionary change and Revolutionary change?	Seminar

UNIT I

CODE: L.G. - Large Group
I.S. Independent Study

CONCEPT: "Rebellion, said Camus, is not realistic. Because it is not realistic it may work miracles. To say this, however, is not to imply that the rebel is indifferent to facts or has no sense of history; if anything, he is gorged by that. Though Camus' book The Rebel, prompted by holocaust, followed out the metaphysical consequences of the word, what he said bears upon the state of the theater in America: Rebellion is born of the spectacle of irrationality, confronted with an unjust and incomprehensible condition." - Herbert Blau.

CONTENT	METHODOLOGY
What is Theater?	L.G.
Read & Discuss - Ibsen's play, "Hedda Gabler"	Seminar
Read & Discuss - T. Williams' play, "Glass Menagerie"	Seminar
Read & Discuss - A. Miller's play "Death of a Salesman"	Seminar
Read & Discuss - Eugene Ionesco's plays "Bald Soprano", "The Leader," and "The Lesson"	Seminar
Writing for the theater	L.G.
Write a one-act, one-scene play	Lab.
A History of the Theater	L.G.
The Theater of Revolt	L.G.
Each student will take an active part in the production of a play.	I.S.
The state of the theater in America Student will attend a rehersal & a presentation of a play given in the community.	L.G. Field Trip
Photography (1 week)	I.S.
Film-making (1 week)	I.S.

UNIT II

CONCEPT: In times of stress the institutions of law may become the guardians of basic values of the society, the means for the expression of the sober second thought of the community. - Edward R. Levi

CONTENT	METHODOLOGY
Required Reading List	
Plato's "Apology" and "Crito"	I.S.
Shakespeare "The Merchant of Venice"	I.S.
Dustoevsky""The Brothers Karamozov"	I.S.
Create your own Constitution	Lab.
Lectures	
"Origin of Law"	L.G.
"Roman Law"	L.G.
"Common Law"	L.G.
"The Constitution" (film)	L.G.
"The Bill of Rights" (film)	L.G.
"Sufferage"	L.G.
What are the subjects concerning which laws can or should be made?	Seminar
Does every law need a preamble stating the reason for the law?	Seminar
Aristotle "Nicomachean Ethics"	Dial Access
In addition to asking whether an action is lawful and therefore just, can we also ask whether a law itself is just?	Seminar
How does Aristotle classify transactions between Men?	Seminar
How can we determine what is fair (and therefore just) in exchange?	Seminar
Old Testament: Exodus 19-20, Denteronomy 5-6 — New Testament: Matthew 15: 1-20, 22:15-40, Romans 7-8	Dial Access Bible
Are the commandments of God as set forth in the Old Testament and in the New Testament, properly called laws?	Seminar

UNIT II (Continued)

CONTENT	METHODOLOGY
Which are the things that are Caesar's and which are the things that are God's?	Seminar
Why is there any need for divine positive law?	Seminar
Aquinas - Summa Theologica	Dial Access
Is there a natural law for Man?	Seminar
Is the natural law really law?	Seminar
In Justinian's Institutes we read that law is "that which pleases the prince." Is this a good definition of law?	Seminar
Is everyone subject to the human law?	Seminar
Would it be better to have living judges than inanimate laws?	Seminar
Is it ever permissible to act contrary to the law?	Seminar
Shakespear - "The Merchant of Venice"	I.S.
Was Antonio committing a sin by consenting to the bond proposed by Shylock?	Seminar
Montesquieu - "The Spirit of Laws"	Dial Acces & Reprint
What are Montesquieu's views on slavery?	Seminar
What general purpose should lawmakers keep in mind?	Seminar
What does Montesquieu think of the subjection of women	Seminar
Rousseau - "The Social Contract"	Dial Access
Is Rousseau's theory of law and liberty totalitarian in character?	Seminar
What is the office of the legislator?	Seminar
To what purpose should the laws be directed?	Seminar
"The Constitution of the United States of America"	I.S.
Is the power to lay and collect taxes the most important power of the legislative body?	Seminar

UNIT II (Continued

CONTENT	METHODOLOGY
In the United States there are two kinds of government and two sets of laws that operate in simultaneous and parallel fashion. Is this a good arrangement?	Seminar
Dostoevsky - "The Brothers Karamozov"	I.S.
What are the crucial facts leading to Dimitri's conviction?	Seminar
Are the procedures of the Karamozov trial noticeably different from those employed in the courts of the United States and Great Britain?	Seminar
Is justice served in "The Brothers Karamozov?"	Seminar
"Nuremburg Trials"	L.G.
Is it right to sentence a man to death as a penalty for his actions in obedience to orders?	Seminar
Should soldiers be able to contest orders?	Seminar
Compromise!	L.G.
Does your conscience take precedence over the law? How does the Judeo-Christian philosophy enhance this idea?	Seminar
Was Antigone right in burying her brother?	Seminar
Was the King's law just?	Seminar
"Antigone: A Conflict Between Law & Conscience" <u>World History: The Clash of Ideas</u>, pp. 8-11	I.S.
Classical Style in Literature (Poetry)	L.G.
"Beowulf"	I.S.
"Spencer's Sonnets"	Handout
"Shakespeare's Sonnets"	Handout
Discussion of poetic technique & theme	Seminar
Poetry Writing	Lab.
Romantic poetry in England	L.G.
Blake -	Handouts
Wordsworth -	Handouts
Coleridge -	Handouts

UNIT II (Continued)

CONTENT	METHODOLOGY
Discussion of poetic techniques & theme	Seminar
Oral Interpretation of Poetry	Lab.
Contemporary Poetry	L.G.
Sandburg	I.S. (handout
Elliot	I.S. (handout
Discussion of poetic techniques & theme	Seminar
The Changing Style of Art (2 weeks)	
The Changing Style of Music (1 week)	

UNIT II & III

RESOURCE MATERIALS

America's Colonial Heritage
The Colonial Background of the American Revolution - Andrews
Beginnings of the American People - Becker
The Americans: The Colonial Experience - Boorstin
The Colonial Experience - Hawke
The Colonial Image - John C. Miller
The Intellectual Life of Colonial New England - Samuel E. Morison
A Half Century of Conflict - Peter Smith
The First American Revolution - Rossiter
The Colonial Merchants and the American Revolution - A. M. Schlesinger
The American Revolution - Alden
The Declaration of Independence - Carl Becker
The Hungry War - Britt
The Compact History of the Revolutionary War - R. Dupuy
Now We are Enemies - Thomas J. Flemming
The New Nations - M. Jensen
The Meaning of the American Revolution - Ian Lacy
From Lexington to Liberty - Bruce Lancaster
Origins of the American Revolution - Miller
Triumph of Freedom - Miller
The Birth of the Republic - Morgan
The American Revolution - Trevelyan
Fabric of Freedom - Wright
The Social Structure of Revolutionary America - Marn
The Diplomacy of the American Revolution - Bemis
Discipline & Bayonets - Mitchell
The Nation Takes Shape
A Nation on Trial - White
John Adams and the American Revolution - C. D. Bowen
Yankee from Olympus - C. B. Bowen
A History of the English-Speaking People - Winston Churchill
The Oxford History of the American People - S. E. Morison
Arundel - K. Roberts
The Lively Lady - K. Roberts
Oliver Wiswell - K. Roberts
Rabble in Arms - K. Roberts
The French Nation, 1814-1940
France Since 1789 - Gragnon
France: A Short History - Albert Guerad
A History of France - A. C. Rowse
An Outline of French History - Rene Sedellot
The French Revolution - Thomas Carlyle
The Way of the Trumbrils - Elliot
Six Summers in Paris 1789-1795 - John Fisher
The French Revolution - Lefebvre
Daily Life in the French Revolution - Jean Robiquet
The Songs in the Street - John Day
The French Revolution - Thomas Carlyle
The Revolt of the Angels - A. France

UNIT II & III

RESOURCE MATERIALS (CONTINUED)

Napoleon - E. Ludwig
A History of the USSR - Louis Aragon
A Short History of the Russian Revolution - Carmichael
The Kremlin's Human Dilemma - Hindus
Worker's Paradise Lost - Eugene Lyons
The Russian Revolution - A. Moorehead
A History of Soviet Russia - Rauch
Lenin & The Russian Revolution - Shuhman
Russia - My Native Land - Gregory Schebutarioft
Dr. Zhivago - B. Pasternak
And Quiet Flows the Don - M. Sholokhov
The Don Flows Home to the Sea - Sholovkhov
Harvest on the Don - M. Sholokhov
Out of the Night - J. Valtin
The Crucible - Arthur Miller
"The Government Inspector" - Nikolay Gogal, Adventures in World Lit., pp 764-78 (D-2)
Darkness At Noon - Arther Koestler (D-2)
Cancer Ward - Aleksandre Solzhenitsyn, I
First Circle
A Day in the Life of Ivan Denisovich (D-2) - Aleksandre Solzhenitsyn
"Our Independence and the Constitution" (Record - 4-8)
"Speech on the Stamp Act" - William Pitt
The Scarlet Letter - N. Hawthorn
"Speech on Concilliation With America" - Edmund Burke
"Letters II & IV From "Letters from a Farmer" - John Dickinson
The Federalists #34 - Hamilton, Madison, Joy
The Social Contract, Rousseau
The Wealth of Nations, Adam Smith
Candide, Voltaire
Les Miserables, Victor Hugo
Scarlet Pimpernel, Baroness Ozczy
Tale of Two Cities, Charles Dickens
"I Hear America Singing" - Walt Whitman, p 746, "Mannahatta", p747
Adventures in American Literature
Land Without Justice - Djilas (D-2)
Conversations with Stalin - Djilas,(D-2)
The New Class - Djilas, (D-2)
"Aristocracy" - Syntopicon, p 50 (Vol. 1)
"Citizen" - Syntopicon, p 218 (Vol. 1)
"Cause" - Syntopicon, p 155, (Vol. 1)
"Constitution" - Syntopicon, p 233 (Vol. 1)
"Democracy" - Syntopicon, P. 303 (Vol. 1)
"Government" - Syntopicon, pp 637-644 (Vol. 1)
"Liberty" - Syntopicon, pp 991-99 (Vol. 1)
"Monarchy" - Syntopicon, pp 203-211, (Vol. II)
"Oligarchy" - Syntopicon, pp 270-76, (Vol. II)
"Revolution" - Syntopicon, pp 626=633, (Vol. II)
"State" - Syntopicon, pp 826-35, (Vol. II)
"Tyranny" - Syntopicon, pp 939-46, (Vol. II)

UNIT II & III

RESOURCE MATERIALS (CONTINUED)

"Thoreau" - Emerson, Gateway to the Great Books, Vol. VI, pp 150-65
"Great Documents" Gateway to the Great Books, Vol. VI, pp 407-56
"Gettysburg Address & 2nd Inaugural Address" - Lincoln, Gateway to the Great Books, Vol. VI, pp 759-62
"The Concurrent Majority", Gateway to the Great Books, Vol. VII, pp 276-90
"A Lasting Peace Through the Federation of Europe" - Rousseau, Gateway to the Great Books, Vol. VII, pp 405-36
"How the Thelemites Were Governed, and Their Manner of Living" - Rabelias, Adventures in World Literature, pp 37-38
"No One Knew" - Bidney - (Birth of Lenin) - Adventures in World Literature, pp 876-7
"Rules by Which a Great Empire May be Reduced to a Small One" - Franklin - Adventures in American Literature, pp 466-69
"Speech at the Virginia Convention" - Henry - Adventures in American Literature, pp 470-72
"The Crisis" - Paine - Adventures in American Literature, pp 473-4
"Speech in Defense of the Constitution" - Hamilton, Adventures in American Literature, pp 485-88
"Letter to His Wife" - Adams, Adventures in American Literature, pp 474-5
"Declaration of Independence" - Adventures in American Literature, pp 476-78
"France in the 18th Century" (Life Filmstrip)
"The Rights of Others" - (NCAT Tape)
"Freedom and Government" - (NCAT Tape)
"What is Communism" - (NCAT Tape)
"You are Their Target" (NCAT Tape)
Poor Richard's Almanac - Franklin
The Life & Death of Lenin - R. Payne

UNIT III

CONCEPT: Our continued existence as civilized men rest on the art of politics. - William Benton

CONTENT	METHODOLOGY
Reading List (2 weeks)	
Plato's "Republic"	Required
Machiavelli's "The Prince"	Required
Shakespeare "King Henry IV"	Required
Essay: Man Is More Likely to Die of Poor Politics than Poor Physics	Lab
Lectures	
Democracy & Athens	L.G.
English Revolution	L.G.
American Revolution	L.G.
French Revolution	L.G.
Russian Revolution	L.G.
Is Plato's Argument for the community of women and children sound?	Seminar
Is it just to tell a "royal lie"?	Seminar
Could a state like that envisioned in the "Republic" ever actually come into existance?	Seminar
Aristotle "Politics"	Dial Access
Plutarch "The Lives of The Noble Grecians & Romans"	Dial Access
Judaeo-Christian	Dial Access
Is theocracy a form of government comparable with other forms?	Seminar
Tactus "The Annals"	Dial Access
Is imperial rule over colonies and dependencies comparable with constitutional government at home?	Seminar
Aquinas "Summa Theologica"	Dial Access
Is every human law derived from the natural law?	Seminar
Are human laws sufficiently particular to be applicable to all situations and circumstances?	Seminar
Who is authorized to make human laws?	Seminar

UNIT III (Continued)

CONTENT	METHODOLOGY
Can the Natural law be changed?	Seminar
Machiavelli "The Prince"- #Adventures In World Literature, pp 354-57 *Great Books	I.S.
Is Machiavelli's advice sound? Will a prince be likely to stay in power by following it?	Seminar
Is "The Prince" an immoral book?	Seminar
Does the last chapter of "The Prince" state a moral end that can justify it?	Seminar
Is Machiavelli's advice suitable not only for princes, but also for statesmen in republics?	Seminar
What is Machiavelli's view of the role of fortune in human life?	Seminar
Shakespeare Shakespeare "King Henry IV"	Dial Access I.S.
Who is a nobler person, Henry Percy or Henry Monmouth?	Seminar
Was Prince Hal, after he became King, justified in his attitude toward Falstaff?	Seminar
Why is Shakespeare so concerned with time?	Seminar
Montesquieu "The Spirit of Laws"	Dial Access Reprint
What other ways are there of classifying the kinds of government in an essential fashion besides Montesquieu's?	Seminar
How does excessive equality destroy democracy?	Seminar
What is the role of liberty in democracy?	Seminar
How does Montesquieu conceive the separation of powers?	Seminar
Rousseau "The Social Contract"	Dial Access Reprint
Lock "Liberalism In Politics"	I.S.

UNIT III (Continued)

CONTENT	METHODOLOGY
What is the general will?	Seminar
How is a man free when the will of the majority forces him to do something that is contrary to his own particular will?	Seminar
Does Rousseau's theory of the social contract require him to consider our form of government better than another?	Seminar
What is Rousseau's theory of law?	Seminar
Kant "The Science of Right"	Dial Access
What is Kant's conception of right?	Seminar
What is Kant's division of rights?	Seminar
What are the rights of nations?	Seminar
J. S. Mill "Representative Government"	Dial Access
What are Mill's arguments in favor of liberty of thought and discussion?	Seminar
Are there any restrictions on freedom of action?	Seminar
Hegel "Philosophy of Right"	Dial Access
What is the relation of religion to the state?	Seminar
What are the three powers of the state?	Seminar
What are the divisions of the "Philosophy of Right?"	Seminar
Marx & Lenin	Dial Access
What is dialectic Materialism?	Seminar
Is dialectic materialism pragmatic?	Seminar

UNIT IV

CONCEPT: Man has striven for technological skill leading him to change and/or control his environment. (12 weeks)

CONTENT	METHODOLOGY
The Industrial Revolution - An Overview	L.G.
What makes this a revolution?	Seminar
Scientific Inquiry is the Answer to Sociological & Psychological Problems	L.G.
Can Man Scientificate Himself? (A-5)	Seminar
Specialization - The Key to the Future and Happiness? (B-89)	L.G.
Discuss the "Weavers" and consider implications for you.	Seminar
Has Industrialization Affected the Arts - The Bauhaus Movement & The Lost Generation (B-3)	L.G.
Discuss Lecture	Seminar
Capitalism: the Culture & Influence of a Few (B-5)	L.G.
Discuss "All My Sons"	Seminar
Free Enterprise vs. a Planned Society in the Allocation of Sparse Resources	Lab.
Discuss terms underlying economic	Lab.
Incentives vs. social ills under Capitalism	Seminar
The Consumer Revolt & Ralph Nader	L.G.
The Business Cycle & The Great Depression (p. 15 B-2)	L.G.
Was the American Depression as severe a hardship period as history books chronicle it?	Seminar
What steps can we take to prevent a depression?	Seminar

UNIT IV (Continued)

CONTENT	METHODOLOGY
Must Industrialism lead to Colonialism?	L.G.
Are we our brothers keeper?	Seminar
Do the means justify the ends?	Seminar
The Age of Exploration	Lab. (map work)
New Colonialism vs. Old Colonialism	L.G.
German - French - Spanish British Colonial holdings (student reports)	Lab.
Colonialisms in Africa - Far East - Middle East (Student reports)	Lab.
Spanish American War	L.G. filmstrips
American Imperialism as an outgrowth of the Spanish American War (Student Rep.)	

UNIT IV

RESOURCE MATERIALS

The American Nation - Hicks, Mowry, Burke, pp 277-289
The Story of the Spanish American War - Col. Reeder
Expansionists of 1898 - J. W. Prate
In the Days of McKinley - Margaret Leech, pp 151-348
Politics, Expansion & Reform - Harold Faulkner, pp 212-260
Age of Excess - R. Ginger, pp 157-228
The Guns of August - Barbara Tuchman
Germany's Aims in the First World War - Fischer
The Origins of the World War - Fay
The Great War - Falls
The First World War - R. R. Selman
At Belleau Wood - Robert B. Asprey
World War I - Baldwin
Verdun - Blond
The Bastard War - Barker
The United States in World War I - Lawson
The Doughboys - Laurence Stallings
The First World War - Thoumin
Advance With Mans - C. Bloom
Verdun - James Romains
All Quiet on the Western Front - E. M. Remarque
The Industrial Revolution - T. S. Ashton
The Money Game
The Rich and the Super Rich - Lundberg
The Affluent Society - John K. Galbraith
The Rise of Meritocracy: 1867-2037
Economy of the Cities
History Books - Industrial Revolution
Our Country's History - Muzzey
Growth of the American History - Morrison
Empire for Liberty - Rauch
The American Achievement
U. S. History - Gavian & Hamm, 232-244, 293-305
The American Story - 193-201, 293-305
"The Great Bird" - E. Ehrilich Levinger, Insights: Themes in Literature pp 425-429 (A)
"Richard Cory" - E. A. Robinson, Adventures in American Literature pp 765
"Miniver Cheevy" - E. A. Robinson, Adventures in American Literature pp 766
The Hidden Persuaders - Vance Packard
The Status Seekers - Vance Packard
The Wastemakers - Vance Packard
The Organization Man - W. H. White
Grapes of Wrath - John Steinbeck
Of Mice & Men - John Steinbeck
Buddenbrooks - Thomas Mann
Main Street - Sinclair Lewis
Babbitt - Sinclair Lewis
Arrowsmith - Sinclair Lewis
Bleak House - Charles Dickens
Oliver Twist - Charles Dickens
Silas Marner - George Eliot
The Human Comedy - H. De Balzac

UNIT IV

RESOURCE MATERIALS (CONTINUED)

"Locomotive 38" - Encounters, pp 42-46
Animal Farm - George Orwell
Agony & The Ecstasy - Irving Stone
The Octopus - Frank Norris
The Jungle - U. Sinclair
Leaves of Grass - Walt Witman
The Rise of Silas Lapham - William Dean Howells
Barrack Room Ballads - Rudyard Kipling
Hawaii - James Michner
"Opposition" - Syntopicon, Vol. II, pp 323-29
"Great Documents" - Gateway to the Great Books, Vol. VI, pp407-456
"The Deserted Village" - Goldsmith - Adventures in English Literature pp 333-39
"Under the Lions' Paw" - Garland, Adventures in American Literature pp 789-98
"The Song of the Shirt" - Hood, Adventures in English Literature pp 475-476

UNIT IV

CONCEPT: "Human life is reduced to real suffering... only when two ages, two cultures and religions overlap... Now there are times when a whole generation is caught in this way between two ages, between two modes of life, and thus loses the feeling for itself, for the self-evident, for all morals, for being safe and innocent." Herman Hesse: Steppenwolf

CONTENT	METHODOLOGY
LAB work will be conducted on an individual, contracted basis.	
SPREAD OF FEDERALISM.	
The early need for social legislation and the "New Deal"	L.G.
The Jungle - Sinclair	I.S.
War Policies and the Cold War	L.G.
Research in history book or encyclopaedia	I.S.
States Rights	L.G.
Research in history book or encyclopaedia	I.S.
Federal Aid to Education	L.G.
Handouts in Learning Center	

UNIT IV (CONTINUED)

CONTENT	METHODOLOGY
RISE OF MATERIALISM:	
The hardships of the depression	L.G.
Vachel Lindsay's "The Leaden-Eyed"	I.S. (Handout)
Giving for the war effort	L.G.
All My Sons - Miller	
Technological Revolution	L.G.
Death of a Salesman - Miller	I.S.
Commercial Art	L.G.

UNIT IV (Continued)

CONTENT	METHODOLOGY
FEAR OF TOTALITARIANISM:	
Communism	Lecture
Animal Farm	I.S.
Does Communism & Socialism differ in kind or in degree? Explain	Seminar
Compare and contrast Communism & Socialism - Capitalism	Seminar
The Russian Revolution	Lecture
Compare and contrast Marxism-Leninism-Stalinism	Seminar
The influence of Marxism of literature, painting and music.	L.G.
Russia Gets Her Satilites - Hungarian Revolution - Chec. Revolution	Lecture (Panel)
Should the United States police the world against the spread of Communism?	Seminar
Russia Builds a Wall - The Berlin Crisis	Lecture
Darkness At Noon	I.S.
The Chinese Revolution and the Bamboo Curtain	Lecture
What is the basis of the Conflict between China and Russia?	Seminar
Should Red China be recognized by the U. S. and seated in the U.N.? Why? Why not?	Seminar
The Korean War	Lecture (guest)
What was the rationale for the involvement of U.S. troops in Korea?	Seminar
Why was it called a "Police Action?"	Seminar
Indochina & the French Defeat	Lecture

UNIT IV (Continued)

CONTENT	METHODOLOGY
FEAR OF TOTALITARIANISM (Continued)	
What part did Ho Chi Mien play in the defeat of the French?	Seminar
What part did the Geneva Conference play in the destiny of Viet Nam?	Seminar
U. S. Involvement In Viet Nam	L.G. (guests)
Escalate - De-escalate - Withdraw Compare and Contrast the possible effects of each.	Seminar
Thiland - Laos - Cambodia	Lecture (guest)
Can the Far East fight Communism without U.S. aid?	Seminar
The Cuban Revolution	Lecture (guest)
Is Communism spreading throughout South America? Explain	Seminar
The fear of Communism and the McCarthy hearings.	Lecture
"The Crucible" - Miller	I.S.
The fear of Fascism - Nazi Germany & Fascist Italy	Lecture (Panel)
"The Rhinoceros" "Ionesco"	I.S.
The Rise of Hitler	L.G. (film)
"Hollow Men"	I.S.
Breck - "The Private lives of the Master Race" Discuss the play	L.G.(play) Seminar
Marches & Propaganda Art & Literature	L.G.

UNIT IV (Continued)

CONTENT	METHODOLOGY
REBELLION OF YOUTH AGAINST THE ESTABLISHMENT:	
What are the shortcomings in the present educational systems that lead to rebellion?	Seminar
*# Refer to at least two articles concerning campus rebellion	I.S.
Education in the modern age	L.G. (3)
*# General literature on our flexible modular program	I.S.
What are the shortcomings in our system?	Seminar
The "Generation Gap"	L.G. (guest)
*# "Of Youth & Age" - Bacon, Gateways to The Great Books, Vol. VII, pp 3&4	I.S.
*# "Of Parents & Children" - Bacon, Gateways to the Great Books, p 5-7	I.S.
*# Current articles concerning the generation gap	I.S.
*# "The Tuned-Out Generation" (record & filmstrip)	I.S.
*# "Values for Teenagers" (record & filmstrip)	I.S.
Has there always been a generation gap?	Seminar
Does the age temper the individual? If so, how?	Seminar
*# "Open Letter to America's Students" - Eisenhower, Adventures in American Literature pp 196-200	I.S.
*# The Chosen - Chiam Potok, Chapt. 1,2,3	I.S.
* "The Young Rebels" - Oglesby - Environment and Change, pp 155-166	I.S.
What are the alternatives for youth when facing the conflicts: escape-adjust-revolt?	Seminar
Escapism through drugs	L.G. (Guest)
*# "The Mind Benders" & "Bennies & Goofballs" - Food & Drug Administration	I.S. (film)
Can we escape reality?	Seminar
*# Article on Drugs (current)	I.S.
*# "What You Should Know About Drugs & Narcotics" - Alton Blakeslee, The Associated Press-1969	I.S.
*# Research pamphlets on drugs	I.S. (Guidance)

UNIT IV (Continued)

CONTENT	METHODOLOGY
REBELLION OF YOUTH AGAINST THE ESTABLISHMENT: (Contd.)	
A Moral Revolution?	L.G.
What is "Moral Law?"	Seminar
Are knowing good and being good the same thing?	Seminar
Is pleasure a good?	Seminar
Does natural law and justice enjoy inequality and the harming of others?	Seminar
Plato - Gorgias	Dial Access
Is Material desire immoral - Debate	L.G. (students)
What part does productivity play in the good life?	Seminar
Is political activity necessary for happines?	Seminar
Aristotle - "Nicomaecheam Ethics"	Dial Access
Is there a New Morality (debate)	L.G. (students)
Is Survival The Main Value in Darwin's ethical theory?	Seminar
Are there genuine analogies or parallels between animal behavior and human conduct?	Seminar
Are moral advances inherited?	Seminar
Does Darwinism inculcate an ethics of mutual aid or the right of the strongest?	Seminar
Darwin: The Descent of Man	Dial Access

UNIT IV (Continued)

CONTENT	METHODOLOGY
THE RISE OF EXISTENTIALISM	
Nietzsche's Triumph of Vegetation	L.G.
Research: Idealism, Realism, Pragmatism, Existentialism	I.S.
Compare and contrast the above philosophies	Seminar (Essay)
Reports on: "The Idealism of Plato" "The Realism of Aristotle" "The Influence of Darwin and Freud" on the Development of a Pragmatic Philosophy" "The Existentialism of Nietzsche"	Lab.
Reports on: "Idealism and the Classics" "Idealism and the Romantics" "The Reason of the Neo-Classics" "The Romantic Falsification and Sentimentalization vs. the Realistic Factual Account of Reality" "The Influence of Experimentation and Scientific Objectivity on Naturalism" "The Functions of Stream-of-Consciousness in Surrealism" "Freud and Literature"	Lab.
The Influence of Existentialism on Literature	L.G.
What is a tragedy and what are the characteristics of a tragic hero?	Seminar
Research Aristotlean tragedy in a general reference book.	I.S.
What would the characteristics of an Existential hero be?	Seminar
Compare and contrast the characteristics of the tragic to those of the existential hero.	(essay) Seminar
Is it possible to have an existential tragedy?	Seminar
Report on Camus' play Caligula	Seminar
Read Ioneseo's play "The Future Is In Eggs.."	I.S.
Is this an existential play? Why?	Seminar
Report: "The Existential Philosophy of Sartre"	Seminar
The Influence of Existentialism on Art and Music	L.G. (2)

UNIT V

CONCEPT: "I am invisible, understand, simply because people refuse to see me."
from Invisible Man by Ellison

CONTENT	METHODOLOGY
Lab work will be conducted on an individual, contractual basis.	
Civil Disorder - the revolt of the poor and the black as an outgrowth of forced existentialism.	L.G.
Poems by Claude MacKay	I.S. (handouts)
Civil Disorder: King, Ghandi, Thoreau and Abe Fortas	L.G. (student panel)
* "Civil Disobedience" - Thoreau, Gateways to the Great Books, Vol. VI, pp 695-713	I.S.
* "Concerning Dissent and Civil Disobedience" Abe Fortas	I.S.
#* "I Shall Die, But That Is All I Shall Do For Death" King	I.S.-tape
#* Research Life of King, Ghandi, & Thoreau (History, Biography, Encyclopedia)	I.S.
Compare and contrast civil disobedience, rioting and protest.	Seminar
*# "Dissent" - Comparative Political Systems, pp 226-236	I.S.
*# "Civil Disobedience" - Comparative Political Systems, pp 264-272	I.S.
Is Civil Disobedience ever justifiable?	Seminar
*# "Civil Disobedience" Filmstrip & Record - Guidance Associates	I.S.
Has civil disorder become part of the system?	Seminar
Folk Poetry: Anti-plantation songs, sorrow songs, jubelation songs, Biblical narratives, Blues, work songs, Ballads	L.G.
Dixie-land, Jazz and Soul	L.G.
Discuss possible reasons for the development of each of the above after reading and analyzing those presented on handout sheet.	Seminar

UNIT V (Continued)

CONTENT	METHODOLOGY
"The Search: Black and Bewildered, Uncle Tom Sambo, Restless Awareness." - Robert Behr	L.G.
"The World Through Mark's Eyes"- Cynthia Shepard "Broad Flat Nose" - Edsel Matthews "Dream Deferred" - Langston Hughes "Little Black Sambo" - Helen Bannerman "We Wear the Mask" - Dunbar	I.S. Handout
How do the above poems mirror the bewilderment and restlessness of the blacks when they found that although emancipated politically, they were still rejected socially?	Seminar
"The Search: Color Pride, Or Does It Explode?" - Robert Behr	L.G.
"John Henry" "The Panther" - John T. McRae "The Ballot or the Bullet" - Malcolm X	
How do the above poems and prose selections mirror the recent explosive pride of the blacks?	Seminar
The Search for Identity in the Black Novel	L.G. (guest)
Panel discussion of book reports on Native Son, Uncle Tom's Children, Go Tell It On The Mountain, Nobody knows My Name, Invisible Man, The Man Who Cried I AM	Seminar
Panel discussion - Stride Towards Freedom, The Autobiography of Malcolm X, Soul On Ice	Seminar
The Black Drama	L.G.
Panel Discussion of Baldwin's Blues for Mr. Charlie and The Amen Corner, Lorraine Hansberry's A Raisin In the Sun, LeRoi Jones' The Dutchman, The Slave, and The Baptism and the Toilet	Seminar
Black Power as an outgrowth of a search for identity	L.G.
*# "The Black Panthers", John Whetlock, Encounters, p 267	I.S.
*# "Black Power, White Inertia"	I.S.(tape)
*# "America's Commen Man: in Revolt" Harpers,7/69	I.S.
*# "Hate" - James Stephens, Encounters, p 269	I.S.
*# "Minority Groups: Development of the Individual" Rustin, Environment & Policy, pp 11-36	IS-reprint

UNIT V (Continued)

CONTENT	METHODOLOGY
Panel Discussions from student reports; Black Muslims, Capitalism, Nationalism, Panthers, other groups.	L.G.
*# "Streetscene - Detroit"	I.S. (tape)
*# "Farwell Hell!"	I.S. (tape)
Are the poor in close cooperation with the black in their revolt?	Seminar
*# "The Delano Grape Strike" (copies)	I.S.
*# "Organizing the Poor: Somebody Down There Likes Me"	I.S. (tape)
*# "The Man With the Hoe" - Markham, Adventures in American Literature, pp 772-4	I.S.
*# "Grapes of Wrath Revisited"-Time (copies)	I.S.
*# "Peonage in Florida" New Republic, 7/26/69	I.S.
*# "How 381 Super-Rich Americans Manage Not to Pay a Cent in Taxes Last Year"- Philip Stern	I.S. (reprint)
What revolts of the poor are distinctive for the United States?	Seminar
*# "Poverty: Better To Be Dead Than Poor" World Literature, pp 1164	I.S.
*# "The War on Poverty: Government Help or Self-Help" - World History-The Clash of Ideas pp 43-54	I.S.
*# "The Leaden Eyed" - Lindsey, American Literature, p 277	I.S.
*# "A Farewell to Integration"	I.S. (tape)
*# "Hunger" - Anna Yezienska, Short Stories by Schweikart, pp 217-33 Or "They Grind Exceeding Small" - Williams,Stories by Schweikart, pp 335-48	I.S.
What have been the contributions of the churches toward solving the problems of the negroes and the poor?	Lab & Seminar
Rebellion of the Masses against dictator-ships - Latin America, Southeast Asia, Africa.	L.G.
*# "Apartheid: The Coming of World War IV:	I.S.(tape)
*# General Current Research in each of the above areas	I.S.
*# "The Divine Right of Kings vs. the Natural Rights of the People" - World History: The Clash of Ideas, pp 22-31	I.S.

UNIT V (Continued)

CONTENT	METHODOLOGY
What are the basic causes of revolt of the masses in these areas?	Seminar
# Winds of Revolution - Intro. to Chapter 1	I.S.
*# "The Conflict over White Supremacy in South America" - World History: The Clash of Ideas pp 110-132	I.S.
*# "Rich Country, Poor Country" - 32-Problems in World History, pp 236-40	I.S.
Are the communists really responsible, or are they merely political opportunists?	Seminar
Are there reactions toward the major powers in these areas?	Seminar
Should the United States become involved in these revolutions?	Seminar
Should we have an exportable public philosophy?	Seminar
Why are there so many coups?	Seminar
What is the usual pattern of these revolts?	Seminar
"Man - Surrounded by Revolt"	L.G.(staff)
*# "The War for Man's Minds" - Promise & Perils pp 1-10	I.S.

UNIT V

RESOURCE MATERIALS

Profiles In Courage - John F. Kennedy
The Enemy Within - Robert Kennedy
What Is Democracy? - Richard Ketchum
The Chosen - Chiam Potok (Chapter 1, 2 & 3)
"Anthem" - Ayn Rand - The New Intellectualism
Exodus - Leon Uris
Mila 18 - Leon Uris
Our Own Worst Enemy - Manuel Komroff
A Nation of Sheep - W. S. Lederer
The Ugly American - W. S. Lederer
Lord of the Flies - William Golding
One Man's Meat - E. B. White
Second Tree From the Corner - E. B. White
The Outsider - Richard N. Wright
Native Son - Richard N. Wright
Black Boy - Richard N. Wright
Uncle Tom's Children - Richard N. Wright
Go Tell It On The Mountain - James Baldwin
In Cold Blood - Truman Capote
The Ox Bow Incident - Walter Van Tilbury Clark
All The King's Men - Robert N. Wright
Brothers to Dragons - Robert Penn Warren
Dark Green, Bright Red - Gore Vidal
The Young Lions - Irwin Shaw
The Catcher in The Rye - J. D. Salinger
The Good Earth, Sons, The House Divided - Pearl Buck
The Second World War (6-volume History) - Winston Churchill
The Naked and the Dead - Norman Mailer
Youth - Joseph Conrad
Nostrom - J. Conrad
From Here to Eternity - James Jones
A Bell For Adono - John Hersey
The Red Badge of Courage - Stephen Crand
Crime and Punishment - F. Dostoevski
The American Tragedy - T. Dreiser
Sister Carrie - T. Dreiser
For Whom the Bell Tolls - E. Hemingway
Cry, the Beloved Country - A. Paton
Too Late The Phalarope - A. Paton
Germinal - E. Zola
The Other Side of Jordan - Harry S. Ashmore (301.45) A8270
Nobody Knows My Name - James Baldwin (301.45 B181n)
The Fire Next Time - James Baldwin (301.45 B181f)
The Long Shadow of Little Rock - D. Bates (301.45 B3291)
Freedom Summer - Sally Belfrage (324.4 B428f)
Before the Mayflower - L. Bennett (325.2 B417b)
Hold Fast to Your Dreams - Catherine Blanton (FIC BLA)
Chariot in The Sky - Arna W. Bontemps (F BON)
Black Man's America - Simeon Booker (301.45 B724b)
American Negro Poetry - Arna Bontemps ed. (811.08 B722a)
Story of the Negro - Arna W. Bontemps (325.2 B722e)

UNIT V

RESOURCE MATERIALS (CONTINUED)

The Desegregated Heart - Sara P. Boyle (301.45 B792d)
The Wall Between - A. Braden (301.45 B798w)
The Negro Revolution in America - William Brink (301.45 B724b)
Transformation of the Negro American - Leonard Broom (301.451 B873)
Equality - Robert L. Carter (301.451 E64)
Burn, Baby Burn! - Jerry Cohen (301.451 C678b)
Green Pastures - Marcus Cook Conelly (812 C752g)
Reference Book - John P. Davis (301.451 D252a)
In White America - Martin B. Duberman (813 D814i)
The Adventure of the Negro Cowboys - Philip Durham (978 D 961)
From Slavery to Freedom - John Hope Franklin (326 E832f)
South Town - Lorenz B. Graham (FIC GRA)
Black Like Me - John Howard Griffin (301.45 G851b)
Fire-Bell in the Night - Oscar Handlin (301.45 G851b)
The Newcomers - Oscar Handlin (301.45 H236f)
A Raisin in the Sun - Lorraine Hansberry (812 H249r)
Soon, One Morning - Herbert Hill (810.8 H646e)
Poetry of the Negro - Langston Hughes (811.08 L893p)
An African Treasury - Langston Hughes (896 Hug)
The New World of Negro Americans - Harold R. Isaacs (301.45 173n)
Black Man's Burden - John Oliver Killens (301.341 K48b)
Why We Can't Wait - Martin Luther King (323.4 K53w)
Stride Toward Freedom - Martin Luther King (301.45 K53e)
Rebound Man - Burgess Leonard (FIC LEO)
The Negro Revolt - Louis E. Lomax (301.45 LG89n)
One Summer in Between - Melissa Mather (FIC M4270)
The Negro's Civil War - James M. McPherson (973.7 MCP)
Shuttered Windows - Florence Means (F MEA)
Civil Rights - Grant S. McClellan (323.4 M126c)
Plantation to Ghetto - August Meier (301.451 M54f)
In Their Own Words: American Negro - Milton Meltzer (301.45 M5281)
Student Nurse - Mary Ellis - Hope Newell (FIC NEW)
We Dissent - Hoke Norris (301.45 N855w)
Freedom Ride - James Peck (323.4 P366f)
Lonesome Road - Jay Saunders Redding (325.2 R3131)
Lions in the Way - Bella Rodman (FIC R6931)
The Peaceable Revolution - Betty Schechter (323 S314p)
Crisis in Black and White - Charles E. Siberman (301.451 S482c)
Negroes in Cities - Karl E. Taeuber (301.45 T123)
Who Speaks For The Negro - Robert Penn Warren (301.45 w292w)
Lost Boundaries - William Lindsay White (325.2 w4891)
Strange Career of Jim Crow - C. VanWoodward (801.45 W899s)
Negro Firsts in Sports - A. Young (920 YOU)
The Southern Mystique - Howard Zinn (301.45 278e)
All Quiet on the Western Front - Eric Remarque
The Sun Also Rises - Ernest Hemingway
A Farewell to Arms - Ernest Hemingway
Elmer Gantry - Sinclair Lewis
Korean War
Turncoat - Story of Morris R. Wills as told to J. R. Moskin
Conflict: The History of the Korean War - Robert Leckie
Victory at High Tide - Robert D. Heinlein, Jr.
Hell or High Water - W. Sheldon

UNIT V

RESOURCE MATERIALS (CONTINUED)

MacArthur: A Rendezvous With History - Maj. Gen. Courtney Whitney
This Kind of War - T. R. Fehrenback
The Korean Decision - Glenn D. Paige
Crossroads in Korea - T. R. Fehrenback
600 Million Chinese
Protracted Conflict - Robert S. Hope
A Forward Strategy - Robert S. Hope
W. W. II and Foreign Policy - Spanier
Cuban Revolution
The Cuban Invasion - Karl E. Meyer
Castro's Cuba - An American Dilemma - N. Rivers
Eye on Cuba - E. Tetlow
Thirteen Days - Robert Kennedy
My 14 Months With Castro - Lopez-Fresquet
Commonweal - (Anyone) 85: 480-3 Feb. 67
85: 619-21 March 67
African Revolutions - Atlantin 203:44-6 April 1959
Violence in Africa: Developments in Togo, Brazzaville and Dahomey
T. P. Melady, America 109:734-5 D7 '63
"African Revolution: - Saturday Review - 44:17 15J1'61
"To Salvage or to Save: Reflection on America's Most Pressing Revolutions" - address May '63 Vital Speeches 29:535-7,June 15,'63
"Rash of Violence: Mutiny is Contagious" Newsweek 63:35 F3/'64
"Africa: Looking For a Lenin" New Republic 150:8-9 1f'64
"Ignoring the Storm Warnings: Causes of Counter-revolution in the Less Developed World" Nation 205: 594-96 4 D'67
"Second Revolutions: Military Coups" Time 87: 31-2 11 Mr. '66
"Age of Revolution" Foreign Affairs 39: 533-48 J 1'61
"Revolution Intended For All Mankind" N. Y. Times Magazine, p 12 10 D'61
"At The Edge of Anarchy" Newsweek 57:31 15 Jan. '61
"U.S. Revolution" - Current History - May '65
"Work is Done, and Well Done" Sr. Scholastic 83: 7 Oct. 18'63
"Firebrand of the Revolution" American Heritage 18:6 15 0'67
"Well-off Middle-Aged Rebels" Saturday Review 50:30-1 19 Aug.'67
"Counter-Revolution" New Republic 156:240 10 Je.'67
"Is The Revolution Dead?" National Review 19: 11621 31 O'67
"Revolutions: The Big Problem in the World Today" U.S. News 60:112 7 Mr.'66
"U.S., The Communists and Wars of National Liberation" Sr. Scholastic 89:12-13 7 O'66
"On Revolution" New Yorker 40:210-14-18 Ap.'64; Reporter 28:42-3 9 My.'63
"Bold Men, Bold Dreams" Readers Digest 87:49-53 J1 '65
"U.S. and the Revolutionary Spirit" Saturday Review 44:17-19-10Je'61
"Age of Democratic Revolution" Saturday Review 42:24 12S'59
"Anatomy of Revolution" Business Week p176 S 17'60
"1960's Revolutions: New Forces: Dilemmas" Business Week p22-52 5 Je.'60
"Asian Revolution & American Ideology" Foreign Affairs 45:344-52 Ja.'69

UNIT V

RESOURCE MATERIALS (CONTINUED)

1942: The Year That Doomed the Axis - Henry Adams
The U. S. & WW II - 2 Vols. - Buchanan
The Year That Changed The World - Gardner
The Swastika & The Eagle - James Compton
The War: Concise History - 1939-1945 - Snyder
Invasion: They're Coming - Paul Carl
Black Thursday - Martin Caidin
The Duel For France - Martin Blumenson
The Battle For Guadalcanal - Samuel B. Griffith
D. Day - David Howarth
Battle of the Atlantic - 1939-1943 - Morrison
The Two-Ocean War - Samual E. Morrison
Guadalcanal
Decisive Battles of W.W. II: The German View - Jacobsen
Eclipse - Alan Moorhead
Bloody Winter - Waters
Semper Fidelis - Asprey
The Russians and Berlin - Edith Kuby
The Fall of Berlin - Chinkov
Hitler Moves East 1941-43 - Paul Carell
Soviet View of U. S. History
On Borrowed Time
A Time to Love and A Time to Die - E. M. Remerque
The Longest Day - C. Ryan
The Rise and Fall of the Third Reich - W. Shirer
"Cause" Syntopicon Vol. I, pp 155
"Justice" - Syntopicon, Vol. I, pp 850-57
"Law" - Syntopicon, Vol. I, pp 962-70
"Opposition" - Syntopicon Vol. II, pp 323-29
"State" - Syntopicon, Vol. II, pp 826-35
"Men & Society" - Gateway to The Great Books, Vol. I, pp 53-74
"Preface to Leaves of Grass" Gateways to the Great Books, Vol. V, pp 247-60
"Thoreau" - Emerson, Gateways to the Great Books, Vol. VI, pp 150-65
"Great Documents" - Gateways to the Great Books, Vol. VI, pp 407-56
"Civil Disobedience" - Thoreau - Gateways to the Great Books, Vol. VI pp 695-713
"Of Seditions and Troubles" - Bacon - Gateways to the Great Books, Vol. VII, pp 12-17
"A Modest Proposal" - Swift - Gateways to the Great Books, VII, pp 42-49
"Machiavelli" - Gateways to the Great Books, VII, pp 295-329
"Perpetual Peace" - Kent, Gateways to the Great Books, VII, pp 441-76
"What Is War" - Von Clausewitz, Gateways to the Great Books, VII, pp 479-97
"Punishment" - Syntopicon, Vol. II, pp 488-95
"To Roosevelt" - Darin (poem) - Adventures in World Lit.,pp 299-301
"Of Cruelty and Clemency, and Whether It Is Better to Be Loved or Feared" - Machiavelli - Adventures in World Lit., pp 354-57

HUMANITIES III

"THE FUTURE OF MAN"

John Dickinson High School
1801 Milltown Road
Wilmington, Delaware 19808

Stanton School District
1800 Limestone Road
Wilmington, Delaware 19804

TE 002 171

THE DICKINSON HUMANITIES PROGRAM
STANTON SCHOOL DISTRICT

During the past two years, special teams have been developing a more realistic program for the students of John Dickinson High School. Because so many elements of the traditional English and social studies subjects have proven inadequate to meet the demands of today's world, the Humanities program has been designed to deal with real social, ethical and educational problems while maintaining the essentials of the traditional social studies and English programs such as the development of writing and speaking skills, aesthetic values, historic knowledge, etc. Actually, we believe these skills and ideas will be re-inforced by the new concept approach used in Humanities.

It is hoped that every student will show his parents this syllabus so that they may see the scope of just one year of the Humanities program. The syllabus gives an outline of the complete course, stating clearly: (1) the concepts that are to be developed, (2) the content to be used in the development of the concept, (3) the methods of teaching, and (4) suggested questions for evaluation designed to measure how well each student has learned the concepts. Lists of supplementary readings, films, recordings, resource people and materials are also included. Teachers of the team designate to the students which materials are to be used--often on an individual basis. The program is designed to enable the teaching team to educate each student as close to his individual potential as possible.

In no way are the limits of this course confined to the material listed. Students will be encouraged to do much on their own so they may develop the self-motivation and dependability that the school philosophy considers of utmost importance. The program provides art and music and other scientific reinforcement. Students are taught to examine concepts objectively and formulate their own conclusions, based upon data that are meaningful. They will be challenged to back their ideas with facts, particularly in small-group sessions, in individual tutoring sessions and on examinations.

Although the three-year Humanities program is sequential in design, provision is made so that each can be studied separately. The course has the official approval of the State Department of Public Instruction.

Important things to keep in mind:

1. There are three Humanities courses now offered in Dickinson.

   Humanities I - Man and Evolution, Grade 10
   Humanities II - Man and Revolution, Grade 11
   Humanities III - The Future of Man,- Grade 12

2. Each course replaces the traditional English and social studies offered for that grade.

3. Each Humanities course offers 2 credits toward graduation.

4. One grade determined by the teacher team will be given.

5. Passing it is required since it meets the graduation requirements of English and social studies.

6. Each course consists of several types of instruction: (1) large groups - used mainly to motivate students, to present facts and ideas and to evaluate, (2) seminars - to discuss and develop concepts, (3) labs - to develop writing skills and perform research, (4) independent study, and (5) teacher-pupil conferences.

The members of the teams who designed the program:

William Keim	-	Coordinator of Secondary Education
Henry Schaefer	-	Humanities Division Chairman
William Donald	-	Communications Section Leader
Anthony Carbone	-	Social Science Section Leader
Philip Keiffer	-	Social Studies
Robert Gerald	-	Social Studies
Fred Danaway	-	English
Charles Johnson	-	English
Richard Bellis	-	Social Studies
Ray Lewis	-	Art

Acknowledgment is made also to parents, students, the librarian and other faculty members who have aided indirectly in the program development.

William P. Keim
Coordinator of Secondary Education
Stanton School District

pmg

THE FUTURE OF MAN:
His Search for Survival
His Search for Value

INTRODUCTION

1. The format for this course of study is not designed to reflect complete and rigid content. Flexibility is vital to allow for meaningful and significant growth; therefore, this syllabus is to be used as a general guideline for the year. Revisions and additions will be made when situations warrant such action.

2. Source materials and readings are listed for the students' convenience. Not all that is pertinent has been included, but it does supply the student with a starter core. Use of these materials will provide valuable depth experience; however, the student is obligated only for those that the teachers specify

3. Please note that each unit is introduced by statements of a topic which states the problem to be attacked; a concept which reaches a tentative conclusion; and an objective which gives a purpose for the unit.

4. "Content" refers to actual activities, materials and questions that will be handled by the suggested "Methodology."

5. Suggested resources are noted under "Content" with those marked with an * designated for students who have no difficulty reading. These readings, etc. will be required unless otherwise designated by your instructors.

6. A Humanities workshop is scheduled for writing, conference and research activities. You are encouraged to use this area in some of your non-scheduled time.

7. One of the most profitable practices you should establish is that of meeting individually or in small groups with your Humanities teachers. They will be happy to help you. You, however, are required to meet with them if they feel a conference is necessary.

8. CAUTION You will find it extremely wise to read ahead in the required material. Failure to do so will place you in the embarrassing position of one whose reading debt bars him from discussion. Staying abreast of all reading and study requirements is a definite part of this course. Failure to do so will sorely prevent your success.

UNIT I TITLE THE FUTURE OF MAN

TOPIC "What problem does man presently have in communications?"

CONCEPT Man's survival is highly dependent on the ability to understand one another.

OBJECTIVE To create an understanding of the nature of communication and its impact on human activity.

Code: LG = large group
IS = independent study

CONTENT	METHODOLOGY
(1) Early modes of communications Caveman to current, to possible future forms of communications	LG Staff
Is the mode of communication chosen important to the understanding of the situation?	Seminar
#*"Communications Explosion" (film) #*"Communications Process" (record)	LG Staff IS
In comparison with communication media of yesteryear, we, today, are in rapid touch with current events. Does this contact with worldwide occurences make you more compassionate or more apathetic?	Seminar
#* "Language and Communication" (film)	LG Staff
Are some present forms of communications still cave-man like?	Seminar
(2) Communication and the problem of understanding person to person(s) person(s) to society, institutions, etc. society to society, nations, world. (microcosmic to macrocosmic projections)	LG Staff
#* "Women & Secrets" Fontaine, Adventures in World Literature pp83-4	IS
What are the similarities and parallels between personal and national confrontations?	Seminar
#* "Thought, the Foundation of All Communication", NCAT Tape	IS

UNIT I TITLE THE FUTURE OF MAN (CONTD.)

TOPIC "What problem does man presently have in communications?"

CONCEPT "Man's survival is highly dependent on the ability to understand one another.

OBJECTIVE To create an understanding of the nature of communication and its impact on human activity.

CONTENT	METHODOLOGY
(3) "I know what you're saying, but what do you mean?" (standardization vs. personalization)	LG
#* "Say What You Mean" (film)	LG Staff
#* "The Communication Process" NCAT tape	IS
Ambiguous statements, Interpretations, Inflections	Seminars
* "Symbols" - Hayakawa - Contemporary Essays pp 270-279	IS
(4) "It couldn't happen to us" (propaganda)	LG
"Red, white, blue and pink" (discussion on methods of propaganda as employed by various organizations and societies - commercial, left & right political groups, etc.)	Seminar
(5) "How are you receiving?" (The Arts) (abstract & literal in arts & literature)	LG
Sample propaganda items (by student)	Lab
Study speeches by famous politicians: Nixon Castro, Kosygin, etc. Seek propaganda methods employed in such speeches.	Lab
Propaganda in advertising methods employed by Madison Avenue.	Lab
*"Diplomacy Through Language" NCAT tape	IS
Will increased & improved communications media automatically increase understanding?	Seminar
#* "Significant Advances in Communication" NCAT tape	IS
"Technology is outdistancing moral & cultural progress." Therefore technology should be kept in check to allow culture and morality to catch up. Comment?	Seminar

UNIT I TITLE THE FUTURE OF MAN

EVALUATION QUESTIONS FOR STUDY

1. How has man's improvement in communications media affected his beliefs?

2. What methods would you suggest to improve man's understanding through communication?

3. Do you feel that we should restrict communications technology in any way?

UNIT I TITLE THR FUTURE OF MAN

RESOURCES

Human Communication - Aranguren
Diaries - Goebbels
The Hidden Persuaders - Packard
"Shakespeare and the Language of Poetry" - Jespersen
Contemporary Essays pp 280-297
"Politics and the English Language" - Orwell - Contemporary Essays pp 303-16

Men Against Distance - J. Flaherty
The Power of Words - S. Chase
Mass Communications - E. Barnouw
Communications - Handling Ideas Effectively - R. Johnson
The Idea Invaders - G. Gordon
The Story of Advertising - J. Wood
The Catcher in the Rye - Salinger
Romeo & Juliet - Shakespeare
In Dubious Battle - Steinbeck
"Ex Parte" - Lardner
"Petrified Man" - Welty
"Mass Communications" - International Encyclopedia of Social Science - pp 41-90
"Prehistoric and Primitive Man" by Lommel (Lib. 709 L845p)
"The Golden Fleece" by Seldin (Lib. 659.1 S464g)
"In Praise of Music" by Richard Lewis (Lib. 780 L676i)
"The Funnies - An American Idiom" - White & Abel (Lib. 741.5 w583f)

UNIT II TITLE THE FUTURE OF MAN

TOPIC How does man solve problems?

CONCEPT Philosophies are belief patterns with which man subconsciously attempts to cope with life.

OBJECTIVE To explore some problem solving techniques and philosophies and their possible impact on human direction.

CONTENT	METHODOLOGY
(1) "A Bird in the Hand - Two in the Bush" (Realism vs. Idealism)	LG
* "On Education" - Einstein, Search for Perspective pp 271-278	IS
#* Encyclopedia Definition of Idealism & Realism	I
(2) "Try, Try Again" (Pragmatism)	LG
# "The Red-Headed League" - Doyle	IS
* "The Hound of the Baskervilles" - Doyle	IS
read one #* "The Murders of the Rue Morgue"- Poe	IS
read one "The Purloined Letter" - Poe	IS
* "Inquiry and Reason Today" - NCAT tape	IS
#* "Introduction" - Promise & Perils	IS
* "Characteristics of the Scientific Method" - Russell, Gateway to the Great Books, Vol.9 pp 523-30	IS
(3) "To Each His Own" (Existentialism)	LG
(4) "Aquarius Revisited" (Neo-Thomism)	LG
#* Using an outside source, define Idealism, Realism, Pragmatism, Existentialism and Neo Thomism	IS
Excerpts from philosophers, novelists, essayists etc. which demonstrate the above philosophies	Seminar
"The Propaganda Game"	Lab.
How free can one be?	Seminar
Which of 5 philosophies befits your personality? Why?	Seminar
Which philosophy, if employed, will save the world?	Seminar

UNIT II (CONTD.) TITLE THE FUTURE OF MAN

TOPIC How does man solve problems?

CONCEPT Philosophies are belief patterns with which man subconsciously attempts to cope with life.

OBJECTIVE To explore some problem solving techniques and philosophies and their possible impact on human direction.

CONTENT	METHODOLOGY
(5) Problem-Solving "5 Bromides" (1st 5 methods) 1. scientific 2. trial & error 3. inductive 4. deductive 5. imitation	LG
(6) "Five More" (remaining methods) 6. contact-war 7. democratic vs. authoritarianism 8. value-structure or philosophy 9. nihilism 10. religion	LG
(7) The Arts As A Barometer of Philosophy	LG
*# "Raphael-St. George & the Dragon" (Art Reproduction) (AR 20)	IS
*# "Bellows-Dempsey & Firpo" (Art Reproduction) (AR 106)	IS
*# "Roualt-The Small Magician" (Art Reproduction) (AR 232)	IS
*# "Cezanne-The Card Players" (") (AR 253)	IS
*# "Picasso-"Guernica" (Art Reproduction)	IS
Outset of unit: 1. Give hypothetical problem and have student solve problem. 2. Unit itself - indicating problem solving methods. 3. Give parallel hypothetical problem and again have students provide solution - (this time employing techniques discussed in large group and seminars.)	Lab
Role playing (problem simulation game) Students represent various participants in conflict, etc.	Seminar

UNIT II TITLE THE FUTURE OF MAN

EVALUATION QUESTIONS FOR STUDY

1. Which of the five possible methods do you feel would work best in solving such problems as world population, disarmament, poverty, education, medical care?

2. Describe the "scientific method" of solving problems.

3. How do the different art forms illustrate man's reasoning process?

UNIT II TITLE THE FUTURE OF MAN

RESOURCES

Films

Oct. 20- (1) "The Nature of Man" (Indiana)
(2) "The Class of '01"
(3) "The Remarkable Schoolhouse"
(4) "The Cities of the Future"

21st Cent. Seminar questions on these films

Tapes

(1) "Inquiry in Reason Today" Q 175
(2) "Religions" BL 51

"Experimental Considerations Common to Living Things and Inorganic Bodies" - Bernard, Gateways to the Great Books VIII, pp 266-290

"Scientific Study of the So-Called Psychical Process in the Higher Animals" - Pavloo, Gateways to the Great Books, pp294-309

"The Process of Thought" - Dewey, Gateways to the Great Books, X pp 92-213

"The Philosophy of Common Sense" - Voltaire, Gateways to the Great Books, X, pp 453-72

"Hypothesis" - Syntopicon I, pp 749-56
"Idea" - Syntopicon I - pp 761-69
"Knowledge" Syntopicon I - pp 880-87
"Logic"-Syntopicon I - pp 1035-42
"Opinion"- Syntopicon II- pp 303-311
"Reasoning" - Syntopicon II - pp 546-54
"Sense" - Syntopicon II - pp 706-713
"Thoughts" - Pascal, Adventures in Western Literature - pp 88-9
"Five Philosophies", Keim (reprint)
Insight, J. Bronowski
Man and His Physical World, Dwight Gray
Common Sense of Science, D. Gray
Discuss Philosophy, C. Frankel
Understanding Great Philosophers, Ben Thomas
The Turn of the Screw, Henry James
"What Men Live By", Cary - Contemporary Essays - pp 339-41
"Fern Hill", Dylan Thomas
Short Stories of A.Canon Doyle
Stonehenge Decoded, G. S. Hawkins
Ashenden, Maugham
Sherlock Holmes, The White Company, A. Conan Doyle
Understanding The Great Philosophers, Henry Thomas
The Woman in White, Wilkie Collins

UNIT III TITLE THE FUTURE OF MAN

TOPIC How does man form values? (Ethical and Aesthetic)

CONCEPT Man's acceptance of certain values will greatly determine the nature of his future.

OBJECTIVE To show the relationships which determine formation of values with a view toward value planning for the future.

CONTENT	METHODOLOGY
(1) Values formed through contact and associations family peer groups political economic social religious communications Advertising political & economic philosophy diffusion (contact with other cultures)	(2) LG 1. political economic contacts 2. institutions, family, education
#* Lost Horizon - Hilton (record)	IS
* "Michael" , "TinternAbbey" and "Ode: Intimations of Immortality" - Wordsworth, Adventures in English Literature	IS
Each generation embraces a set of values. How do yours differ from your parents' set of values?	Seminar
#* Death of a Salesman - A. Miller	IS
The family structure is breaking down. What are the results both now and in the future?	Seminar
#* The Catcher in the Rye - Salinger	IS
(2) Culture cramps (The visual arts & the masses)	LG
The Death of Socrates	LG
Tape of commercials from TV & radio	Lab
(3) "Values for teenagers; the choice is yours" (filmstrip)	LG
#* "Who's Conforming Now?" - tape	IS
Will your future child have a set of values that will differ from yours? If so, how do you suppose they will change?	Seminar

UNIT III (Contd.) TITLE THE FUTURE OF MAN

TOPIC How does man form values? (Ethical and Aesthetic)

CONCEPT Man's acceptance of certain values will greatly determine the nature of his future.

OBJECTIVE To show the relationships which determine formation of values with a view toward value planning for the future.

CONTENT	METHODOLOGY
(3) Contd. What are traditions and customs? How do they affect your set of values?	Seminar
(4) "The Tuned-Out Generation" filmstrip	LG
Case studies of social workers	Lab
(5) The nature of our social problems	LG guest speaker: social worker

UNIT III TITLE THE FUTURE OF MAN

EVALUATION QUESTIONS FOR STUDY

1. Discuss the set of values that the characters (from assigned readings) desire from their relationships.

2. Comment on the terms:

   "Tuned-out generation"
   "Culture cramps"
   "Peer Groups"

UNIT III TITLE THE FUTURE OF MAN

RESOURCES

Audio Tapes:

1. "Literature" PN 45
2. "Music" ML 3920
3. "What Price Creativity" LB 41
4. "Why We Study Visual Arts" N 87
5. "Visual Arts" H 70

Inquirer Series:
"Human Aggression" (Inherited or Learned) No. 2

Reproductions:

Goya (filmstrip)
Goya (S) "Disasters of War"
Picasso (S & R) "Guernica"
Shahn (s) "4th of July"
Levine (S) "Homage to Boston"
Picasso "Mother and Child" (a.r. 201)
Goya "Bullfight" (a.r. 331)

Films:

"The Futurists" - (21st Century)
"The Suicide of Society: VanGogh" (Indiana U.)

"Philosophy" - Gateway to the Great Books-I, pp 89-105
The Words, Jean Paul Sartre
"Of Truth"-Bacon-Gateways to the Great Books-X, pp 346-48
"Of Love"-Bacon -Gateways to the Great Books-X, pp 351-53
"Of Friendship" Bacon-Gateways to the Great Books-X, pp 353-59
"Dialogue between a Natural Philosopher and a Metaphysician"-
Leopardi - Adventures in Western Literature, pp 378-83
"On Thinking for Oneself" - Schopenhauer, Adventures in Western Lit
pp 513-518
"On The Nature of Things" - Lucretius - Adventures in Western
Literature pp 1026-29
"The Road Not Taken" - Frost, Adventures in American Literature p25

Associations in Value Formation:
"The New Left" - tape to lawyers of Univ. of Pittsburgh (Knause)
"Up With People" - What is behind them (Gervan)
The Heritage of Man, G. Smith
"The Dawn of Religion" filmstrip FS 625
The Story of Religion in America, Wm. Sweet
Strange Sects and Curious Cults, M. Bach
Social Foundation of Education, W. Staley
The True Believer, Eric Hofer The Family, W. Good
The Family, Society and the Individual, W. Kephart

UNIT III TITLE THE FUTURE OF MAN

RESOURCES (CONTINUED)

Death of a Salesman, Miller
Fountainhead, Rand
The White Tower
The Picture of Dorian Gray, Wilde
"Michael" , Wordsworth
"Tintern Abbey" , Wordsworth
"Ode: Intimations of Immortality", Wordsworth
"Don Juan", Byron
Lost Horizon, Hilton
All the King's Men, Warren
Other Rooms, Other Voices, Capote
Silas Marner, Eliot
Great Expectations, Dickens
Paradise Lost, Milton
Creative and Mental Growth, Lowenfeld (Lib. 707 L917c)

UNIT IV TITLE THE FUTURE OF MAN

TOPIC What are the present sociological problems which may affect man's survival and search for value?

CONCEPT Societal illness today may be terminal tomorrow.

OBJECTIVE To show major problems that man must successfully contend with in order to survive.

CONTENT	METHODOLOGY
(1) "Move Over, if You Can" (population)	LG
#* "The Culture of Urban America"-Burchard, Environment and Change, pp 189-213	IS
#* "World Distribution" and World Food Crisis" (transparencies)	IS
All seminar groups are to be led by students with oral presentation of research paper assigned for each topic in this unit. Students are responsible for discussion, questions, etc.	Seminar
#* "Epilogue: Mood for Development"-Wheston, Environment & Change pp 390-92	IS
#* "The Population Explosion"- Promise & Perils pp 37-45	IS
#* "How Japan Stopped Its Population Explosion" Readers Digest Reprint	IS
#* "The People Problem" filmstrip & record	IS
(2) "A nice place to visit, but I wouldn't want to live there" (problems of cities)	LG
#* "Urban Crisis" and "Modern Urban Problems" (transparencies)	IS
#* "The Man That Corrupted Hadleyburg-M. Twain" Gateways to the Great Books Vol. I, pp 346-87	IS
* "The City as a Mechanism For Sustaining Human Contact" - Alexander, Environment for Man, pp 60-94	IS
#* "The Environment We See" (pictorial essay), Swinburne, Environment for Man, pp110-35	IS
#* "Cities USA, Special Report" (filmstrip & record) Guidance Assoc.	IS
(3) "Separate but Equal .." (Civil Rights, prejudice)	LG

UNIT IV TITLE THE FUTURE OF MAN

TOPIC What are the present sociological problems which may affect man's survival and search for value?

CONCEPT Societal illnes today may be terminal tomorrow.

OBJECTIVE To show major problems that man must successfully contend with in order to survive.

CONTENT	METHODOLOGY
(3)(Continued)	
#* "Is Woman's Place in the Home?" World History, The Clash of Ideas pp 78-95	IS
# "All The World's A Stage" - NCAT tape	IS
*# Current Magazine Articles on Civil Rights Problems	IS
*# "The Negro and the Public Schools" - tape	IS
*# "The Rights of Others" - tape	IS
(4) "Days of Wine and Roses" (crime, drugs, & results of these)	LG
*# Current magazine articles on crime and drugs.	IS
(5) "Cough, Cough" (Ecology)	LG
#* "Natural Resources: Future Plenty or Penury" Promise & Perils, pp 46-54	IS
#* Current articles on pollution	IS
#* "The Use of Resources' tape	IS
(6) "Time on My Hands" (automation, recreation, leisure time)	LG
*# "Two Views of Work" - World History: The Clash of Ideas, pp 32-42	IS
*# "Automation-Promise or Threat" - filmstrip and record	IS
(7) "Alternatives" (communism, anarchy, student power, apathy)	LG
#* "By the Waters of Babylon",- S.V. Benet - Adventures in Appreciation, pp 166-83	IS

UNIT IV (Contd.) TITLE THE FUTURE OF MAN

TOPIC What are the present sociological problems which may affect man's survival and search for value?

CONCEPT Societal illnes today may be terminal tomorrow.

OBJECTIVE To show major problems that man must successfully contend with in order to survive.

CONTENT	METHODOLOGY
(7) Continued	
#* "Planning With People" - Theobald - Environment and Change pp 182-85	IS
(8) "What Spirit Moves You?" (problems in religions)	LG

UNIT IV TITLE THE FUTURE OF MAN

EVALUATION QUESTIONS FOR STUDY

(1) What is your prescription for societal ills.

(Diagnosis, treatment, prognosis)

Deal with such problems as population, cities, civil rights, crime, drugs, pollution, automation, etc.

UNIT IV TITLE THE FUTURE OF MAN

RESOURCES

Films:

Nov. 17-19	1.	"Autos, Autos Everywhere"	21st cent.
	2.	"A Trip From Chicago"	
	3.	"Standing Room Only"	
	4.	"Rise of Roman Empire"	St. Film Lib.
	5.	"Decline of Roman Empire"	

Audio Tapes:
"Physical Well-being" RA 427

Inquirer:
No. 5 "Biology"

Reproductions:
Tooker -"Subway", "Government Bureau"
Rivera - "Night of the Rich - Night of the Poor"
Sequeriros - "Echo of a Scream"
Orozco - "Gods of the Modern World" "Zapatistas" (a.r. 14)
Sloan - Ashcan School: "Backyards" (s) "Haymarket" (a.r.67)
Shahn - "Handball" (a.r. 16)
Kyoto School - "Deer, Stork on Wing, & Peach Blossoms" (a.r. 290

The Report of the National Advisory Commission on Civil Disorders
A. Kerner

The Biological Time Bomb - G. R. Taylor
"Physical Well Being" - NCAT tape
The Dr.'s Dilemma - Shaw
The Merchants of Life - Tome Mahoney
The Therapeutic Nightmare - M. Mintz
"The Danger of Narcotics" - filmstrip (FS 670)
One in Seven - Goldstein
Magic in a Bottle - M. Silverman
The Main Line to Nowhere - Yves Kron
The Long Ride Home - J. Summers
Man Against Crime - J. Flaherty
The Honor Society - N. Lewis
Black Power - S. Carmichael
An Almanac of Liberty - Douglas
The Right of the People - Douglas
Mister Kennedy and the Negro - Golden
Civil Rights - McCellan
High School Students Speak Out - D. Mallery
So You're in High School - Mary Detjen
"Assault on Poverty" from Institute of Religion & Social Studies
Prevalence of People - M. Bates
Two Ways of Life - Wm. Ebenstein
"The Waste Land" - T. S. Eliot
The Invisible Man - Ellison
Oliver Twist - Dickens
God's Own Junkyard - Blake (Lib. 711 B637g)
The Heart of Our Cities - Gruen (Lib. 711 G886h)
It's Your Community! - Barros (Lib. 711 R267i)

UNIT V TITLE THE FUTURE OF MAN

TOPIC What are the present psychological problems which may affect man's survival and his search for values?

CONCEPT Doubt is made greater than the problem.

OBJECTIVE To reveal that the positive approach to a problem is dealing with it squarely.

CONTENT	METHODOLOGY
(1) "What's Your Hangup" (pressures of everyday life) (draft, business world, bomb, etc.)	LG
Look before you leap	Seminar
(2) Monotony Breads Faceless Men assembly line automation college size	LG
Nothing to fear but fear itself.	Seminar
The world is getting too complex to entertain specific human foibles	Seminar
#* "The Hollow Men"- Eliot, Adventures in English Literature, pp 686-88	IS
#* "The Unknown Citizen"- Spender, Adventures in English Literature,	IS
325Y Joins 277X 11:30 Hours No.382186 Granted Permit	
Will the clinical approach alter the romance or will romance be important after all?	Seminar
* "The Problem and Promise of Leisure" deGrozia - Environment & Policy,pp 112-33	IS
(3) Immortality is Impossible transplants suspended animations	LG
#* "When I Have Fears" & "Ode to a Nightingale" Keats - record or Adventures in English Literature	IS
#* "Silence" - E. L. Masters, Adventures in American Literature	IS
What psychological problems may develop due to suspended animation required for space travel.	Seminar
#* "Frontiers of Space and the Unknown" record & filmstrip	IS

UNIT V (Contd.) TITLE THE FUTURE OF MAN

TOPIC What are the present psychological problems which may affect man's survival and his search for values?

CONCEPT Doubt is made greater than the problem.

OBJECTIVE To reveal that the positive approach to a problem is dealing with it squarely.

CONTENT	METHODOLOGY
(3) (Contd.)	
Increased longevity could mean increased anxiety.	Seminar
(4) Some escape, some cop out (drugs, alcohol, etc.)	LG
* "The Need to Know and the Fear of Knowing"- Maslow, Contemporary Essays pp262-69	IS
Sooner or later the rational being must face reality.	Seminar
#* "Richard Cory" E. A. Robinson-Adventures in American Literature	IS
#* "Dover Beach"- T. M. Arnold, Adventures in English Literature	IS
High Road (kicks), Low Road (effects of depressants & stimulants)	Seminar
(5) "Fractured Faith" (questions of blind faith and acceptance of religions)	LG
To the believer, faith has no relation to reason; to the questioner, faith is not reasonable without rationality.	Seminar
#* "Dover Beach" - Arnold, Adventures in English Literature	IS

UNIT V TITLE THE FUTURE OF MAN

EVALUATION QUESTIONS FOR STUDY

(1) Do you feel that modern life is so monotonous that we are destroying individuality and breeding "faceless men"? Justify your answer.

(2) What is meant by dealing with a problem squarely? Give examples of solving problems in this way.

RESOURCES

Films:

Jan. 5-10 (1) "Mars & Beyond" 21st Cent.
(2) "Visual Perception" St. Film Lib.
(3) "Universe" St. Film Lib.

Filmstrips:

(1) "Automation-Promise or Threat" E419 (with L6-2)
(2) "Science & Automation" FS511
(3) "Automation & Society" FS510
(4) "Automation and Your Career" FS509

"Psychology of Human Interaction" P91 (Tape)

Reproductions:

Miro "Dog Barking at Moon" (S)
Bosch "Garden of Delights"
Munch "The Scream"
Cezanne "Mardi Gras" (a.r. 221)

The Wanderer - Alain-Fournier
The Brothers Karamazov - Dostoevski, Fyodor
Crime and Punishment - " "
The Gambler " "
The Possessed " "
Faust - Goeth,-Johann Wolfgang
Far From the Maddining Crowd - Thomas Hardy
The Return of the Native " "
Tess of the D'Urbervilles " "
The Razor's Edge - Somerset Maugham
Billy Budd - Herman Melville
What We Must Know About Communism - H. Overstreet
Dr. Jekyll and Mr. Hyde - Robert Louis Stevenson
Ethan Frome - E. Wharton
"Emotion" - E. B. - Syntopicon, Vol. I, pp 413-420
"Memory & Imagination, Syntopicon, Vol. II, pp 133-141
"Mind" - Syntopicon, Vol. II, pp 71-79
"The Open Boot" - Crane, Gateway to the Great Books, Vol. III,pp5-26
"Pleasure & Pain" - Syntopicon, Vol. II, pp 377-383
"The Tide Rises, the Tide Falls" - Longfellow - Adventures in American Literature, pp 605
"The Outstation" - Maugham, Insights Into Literature, pp 154-176
"On Joy and Sorrow" - Gibson, Adventures in Appreciation, pp 439
"Happiness" - Phelps - Insights into Literature, pp 351-355
The Catcher in the Rye - Salinger
"Boundary Lines" - (film) State Library
Brave New World, Huxley
The Naked Ape - Morris
Biological Time Bomb - Taylor
The Territorial Imperative - Ardrey

UNIT V TITLE THE FUTURE OF MAN

RESOURCES (CONTD.)

"The Anatomy of the Mental Personality" - Freud, Contemporary Essays pp 226-245
"The Adjustive Process" - White - Contemporary Essays, pp 246-56
"Conscience" - Allport - Contemporary Essays, pp 257-61
"The Open Mind" - Oppenheimer
The Red Badge of Courage, Crane
"The Emporer Jones" - O'Neill
"The Hairy Ape" - O'Neill
"The Snake Pit" - O'Neill
Ode to Melancholy" - Keats
Huckleberry Finn - Twain
Main Street - Lewis
The Computer Revolution - E. Burkely
The Robots are Here - D. Haley
The Automation Age - P. Arnold
Automation: Servant to Man - F. X. Ross
Give & Take - F. Moore
"On Being Different" - Film Strip 118
"Stereotypes" - Film Strip 165
Creative and Mental Growth - Lewenfield (Lib. 707L917C)

UNIT VI TITLE THE FUTURE OF MAN

TOPIC What are the technological problems which confront man in his search for survival and values?

CONCEPT Science should serve man - not master him.

OBJECTIVES To show major problems created by technology and to stress the need to apply humanistic philosophy to these problems. To ascertain the deviousness of technology when it is employed as a philosophy.

CONTENT	METHODOLOGY
(1) "On a clear day you can see forever" Pollution, conservation, sonic boom, noise level, etc.	LG
* "Health Services in a Land of Plenty" - Anderson - Environment & Policy, pp59-102	IS
# "Health in the Next 50 Years" - Stewart, Environment & Policy, pp 103-110	IS
*# "Modern Science: Promise or Threat?" - World History: The Clash of Ideas pp145-160	IS
#* Nocturn in a Deserted Brickyard" -Sandburg Values in Literature, p 344	IS
#* Read two current articles on the above problems.	
By being apathetic and by profiteering, man has endangered his very existance.	Seminar
What will be the results of man's continued abuse of his planets?	Seminar
(2) Efficiency: key to America's progress	L.G. (efficiency expert)
#* "The World Is Too Much With Us" - Wordsworth, Adventures in English Lit. pp389	IS
#* "Television Craft" - Cheyefsky - Adventures in American Literature, pp 148-52	IS
(3) Space: Inner The Ocean	LG
#* The Sea Around Us - R. Carson	IS

UNIT VI TITLE THE FUTURE OF MAN

TOPIC What are the technological problems--(Contd.)

CONCEPT Science should serve man-not master him.

OBJECTIVES To show major problems created by technology--(Contd.)

CONTENT	METHODOLOGY
(3) (Continued)	
Can Man adapt to an aquatic environment?	Seminar
What results of technology will force man into the sea?	Evaluation
(4) Space: Outer	LG
# "Space Series: vs. Air Force" (filmstrip)	IS
Why Space?	Seminar
* "Aerospace Systems & Technology"--Rogers - Environment for Man, pp 260-68	IS
#* "Implications of Space" - NCAT (tape)	IS
#* "Challenges and Changes which this Space Age Brings" - VanBraun" - NCAT (tape)	IS
(5) Which is the pest? (insecticides)	LG
#* "Pollution" - research magazines & newspapers	IS
Society and Pesticides: What are the pros and cons?	Seminar
#* "Technology's Promise & Problems" - Promise & Perils, pp 55-64	IS
Technology and science must look for solutions other than chemical poisons.	Seminar
* "Role of Technology in Creating the Environment 50 Years Hence"-- Siv, Environment & Change, pp 81-98	IS
* "Role of Large-Scale Enterprise in Creation of Better Environment"-Bayard, Environment for Man, pp 269-274	IS

UNIT VI (Contd.) TITLE THE FUTURE OF MAN

TOPIC What are the technological problems--(Contd.)

CONCEPT Science should serve man-not master him.

OBJECTIVES To show major problems created by technology--(Contd.)

CONTENT	METHODOLOGY
(6) The Nader Accusations transportation problems, safety	LG
#* "Transportation: Where Do We Go From Here? (filmstrip & record)	IS
#* "Current article on Ralph Nader"magazine	IS
* "Transportation" an Equal Opportunity for Access" - Feldman - Environment & Policy pp 167-207	IS
Does society owe a debt to Nader?	Seminar
#* "Who Should Control Big Business?" World History. The Clash of Ideas,pp 55-67	IS
#* "Issues in American Democracy"-Side 2,band2 Side 3, band 2 (record)	IS
(7) "Are we committed robots? computer	LG
#* "The Pedestrian" - R. Bradbury, Adventures in American Literature, pp 122-126	IS
# "Automation: Promise or Threat" (record & filmstrip)	IS
#* "Preparing for the jobs of the 70's" (record & filmstrip)	IS
What instances can you cite where technology has harmed man and his environment? What would you do to correct the situations?	Evaluation
#* "The Teller-Russell Debate" - TV & Record	IS
Technology and humanistic philosophy must be seriously inter-related. How? Why?	Evaluation
#* "The Express" and "The Shell" - Spender & Stephens, Insights Into Literature, pp375-378	IS
#* "The Individual in Mass Society" - Promise and Perils, pp 65-73	IS

UNIT VI TITLE THE FUTURE OF MAN

EVALUATION QUESTIONS FOR STUDY

1. Using material that you have learned in this unit, justify whether you feel science and technology has advanced man or retarded him.

2. What are some problems caused by technology and what methods can man use to solve them?

UNIT VI TITLE THE FUTURE OF MAN

RESOURCES

Films. (1) The Mighty Atom (21st Cent.)
(2) The Deep Frontier (21st Cent.)
(3) The Realm of The Galaxies (St. Film Lib.)

Inquirer Series.
No. 4 - The Ocean Floor
No. 3 - Life on Distant Planets
No. 7 - Applied Sciences: Paving the Way to a Super World

Reproductions:
Dada School Series (Ernst, etc.)
Pop and Op Series (Oldenburg, Indiana)
Happenings Series (Kaprow, etc.)
Environmental Series (Keinholz, Segal, etc.)

"Science" - E-B - Syntopicon, Vol. II, pp 682-689
"On Time" - Eisely - Gateways to the Great Books, VIII, pp 123-29
"The Sunless Sea" - Carson - Gateways to the Great Books, VIII, pp 132-146
"The Running Down of the Universe" - Eddington, Gateways to the Great Books VIII, pp 565-580
"The Starry Messenger" - Galileo, Gateways to the Great Books, VIII pp 330-356
"Prayers of Steel" - Sandburg, Adventures in American Literature, pp 305
"Sense and Nonsense about Space" - DuBridge, Adventures in Appreciation pp 240-249
"Louis Pasteur" - Burlingame - Adventures in Appreciation, pp 284-288
"Peter Lewis" - I. Shaw - Insights into Literature, pp 68-74 (T.V. problems)
"If I Forget Thee, O Earth" - Clark - Insights into Literature, pp 129-133
"First American in Orbit" - Glenn, Insights into Literature, pp219-231
"Visit to a Small Planet" - Vidal - Insights into Literature pp 459-477

Silent Spring - Carson
"Journey by Earthlight" - Clarke, Values in Literature, pp 209-217
For Whom The Bell Tolls - E. Hemingway
Fail Safe - Bardick
Alas, Babylon - P. Frank
R. U. R. - Karel Capek
Unsafe At Any Speed - Ralph Nader
"Automation and Society" - FS 510
"Automation and Your Career" FS 509
That We May Live - J. Whitten
The Semi-Artificial Man - H. Schmeck
Project Apollo - T. Alexander
The Space Race - D. Cox
Twenty Thousand Leagues Under The Sea - Verne
"Food For America's Future" - 338.1 E S4F
In The Midst of Plenty - B. Bagdikian

UNIT VI (Contd.) TITLE THE FUTURE OF MAN

RESOURCES (CONTD.

Man on the Move - H. Firestone
"On Noise" - Schopenhauer
"Architecture Through The Ages" (Lib. 720.9 H223a)
In Few Hands - E. Kefauver
"Matter" - tape
"The Universe" - tape NCAT
"Life" - tape NCAT
"Man - tape NCAT
"The Old World and the New Humanism" NCAT tape
"The Atomic Bomb" NCAT tape
"The Use of Resources" NCAT tape
"Advances in Space Research" NCAT tape
"Medical Aspects of the Space Age" - NCAT tape
"New Emphasis in Our Economy" - NCAT tape
"Are There Elements in Man's New Relationship in the Space Age?" NCAT tape
"Significant Influences Which The Age of Space Has - NCAT tape
"The Legal Dilemmas of the Space Age"- NCAT tape
"Public Education for the Space Age" - NCAT tape
"Mathematics in Life and Thought" - Forsyth - Gateway to the Great Books, Vol. 9, pp 20-46
"Fingerprints" - Dantzig - Gateway to the Great Books, Vol. 9,pp167-78
"Mathematical Creation" - Poincare - Gateway to the Great Books, Vol.9 pp 294-305

The Sea Around Us - R. Carson
The Exploration of Space - Arthur Clark
Is Another World Watching? - G. Heard
On The Beach - N. Shute
The War of the Worlds - H. G. Wells

UNIT VII TITLE THE FUTURE OF MAN

TOPIC What are the economic problems which affect man's search for survival and values.

CONCEPT As man's earning power increases, his dependency and responsibilities multiply.

OBJECTIVE To distinguish between needs and wants and their relations to man's future.

CONTENT	METHODOLOGY
(1) More girth, less substance or up, up and away. (inflation, buying power)	LG
#* Current articles from magazines on economics and inflation	IS
What is the future picture in view of present economic trends?	Seminar
What are some of the causes of inflation?	Seminar
#*"Inflation and You" - filmstrip	IS
1939 vs. 1969 vs. 2000?- comparison of prices of specific articles during each period.	Lab.
(2) The Big Play: Get Your Scorecard Roles of: private business government religious inst. unions philanthropic institutions & foundations	LG
How does the individual relate to the power structure?	Seminar
#* "The Profit of One Man Is the Damage of Another" - Montaigne - Adventures in World Literature, pp 43-44	IS
How does the individual benefit or how is he hurt by the power structure?	Seminar
Role playing - capsuling society by students (relationship of gov., business, consumer, etc.)	Lab.
* "Issues in American Democracy", side 4, band 2 - record.	

UNIT VII TITLE THE FUTURE OF MAN

TOPIC What are the economic problems etc. (Contd.)

CONCEPT As man's earning power increases, his dependency etc. (Contd.)

OBJECTIVE To distinguish between needs and wants etc. (Contd.)

CONTENT	METHODOLOGY
(3) Am I My Brother's Keeper? welfare taxes medicare guaranteed income hunger	LG
#* "The Common Man: In Revolt" - Harpers August, 1969	IS
What values are in existence today?	Seminar
#* "The Crow and the Fox" - Fontaine, Adventures in World Literature, pp82-83	IS
What values should be prescribed?	Seminar
If today's society is sick, what treatment is required?	Seminar
#* "The Piece of String" - deMaupassant, Adventures in World Lit., pp 145-51	IS
Is the middle class being strangled by our economic system?	Seminar
Has man shirked his responsibility to society by developing a materialistic philosophy?	Seminar
#* Choose one of the six books mentioned in "Resources"	IS
(4) Fingers in the till - what's it worth to you? Gov. spending - subsidies, defense, space planned obsolescence, soil bank	LG
It can't last - planned obsolescence	Seminar
How will we manage the space program? Financially - is it worth it? How do we justify it in lieu of existing ec. problems in the world today?	Seminar
Role playing - the leaking cornucopia. farmer, gov., consumer -	Lab.

UNIT VII TITLE THE FUTURE OF MAN

EVALUATION QUESTIONS FOR STUDY

(1) Has the development of a materialistic philosophy led man to rationalize his responsibilities to his fellow man?

(2) What is "planned obsolescence?" Give examples that show it in use.

(3) Discuss the question of economic honesty in our country.

UNIT VII TITLE THE FUTURE OF MAN

RESOURCES

Films:

Feb. 16-27 (1) Conquering the Sea (21st Cent.)
Feb. 23-Mar.6 (2) At Home in 2001 (21st Cent.)

Filmstrips: (1) "Food Additives" FS 310
(2) "Food Through the Ages" FS 309

Reproductions: Wood - "American Gothic" (S.)
Renoir - "The Apple Seller" (AR 174)
Millet - "The Gleaners" (AR 182)
Thiebaud - "Pies and Cakes"

"Desire" - EB Syntopicon , Vol I, pp 323-329
"Wealth" - " ", Vol. II, pp 1038-1049
"Of Money" - Hume, Gateways to the Great Books, VII, pp 62-71
"Of Balance of Trade" - Gateways to the Great Books, VII,pp 72-85
"Of Taxes" - Gateways to the Great Books, VII, pp 85-89
"The Thief" - Dostoevsky - Adventures in Western Literature, p793-811
"Barter" - Teasdale, Adventures in American Literature, p 292
"The Arsenal at Springfield" - Longfellow, Adventures in American Literature, pp 601-602
"Money" - Armour, Values in Literature, p. 285
Crime and Punishment - Dostoevsky
The Great Gatsby - Fitzgerald
The Rise of Silas Lapham - Howells
The Child Buyer - Hersey

choose one as required reading
Black Like Me - Griffith
Manchild in the Promise Land - Brown
Go Tell It On the Mountain - Baldwin
Native Son - Wright
Black Boy - Wright
Down These Mean Streets - Thomas

Supply and Demand - H. Henryson
"Inflation and You" filmstrip 290
The Changing American Economy - J. Coleman
The Process of Modern American Economy - W. Rostow
The Rich and the Super Rich

UNIT VIII TITLE THE FUTURE OF MAN

TOPIC What are the political problems which may affect man's search for survival and values?

CONCEPT The essence of any substantive society is structure. The basis of structure is policy.

OBJECTIVE To establish that man is still striving for the ideal political formula.

CONTENT	METHODOLOGY
(1) Overview of governmental structures (historical approach dealing with Egyptian, Greek, Roman, tribal, feudal, monarchy, oligarchy, etc. (benefits and drawbacks of each)	LG
#* "Macbeth" - Shakespeare, Adventures in English Literature, pp 129-95 or record	IS
#* "Government in Action: The President, The Congress, Federal Courts" 3 filmstrips	IS
Most people agree that Democracy is not perfect. What elements from other structures could be included with elements of our democracy to make a more perfect system?	Seminar
#* "Creative Federalism" - Muskie - tape	IS
#* "The Two-Party System in America" - Dirkson - tape	IS
Role Playing - students represent different problems and try to solve these problems. Microcosm to Macrocosm	Lab.
"Nightmare in Red" - film (St. Film Lib.)	LG
Why wouldn't a tribal structure work in our society?	Seminar
#* "What Is Communism?" tape	IS
#* "Why Do Students Succumbto Communism?" (tape)	IS
What are the conditions of the individual in the various forms of government?	Seminar
Are we headed toward a collectivist form of government in the United States?	Seminar

UNIT VIII TITLE THE FUTURE OF MAN

TOPIC What are the political problems which may affect man's search for survival and values? (Contd.)

CONCEPT The essence of any substantive society is structure. (Contd.)

OBJECTIVE To establish that man is still striving for ideal political formula. (Contd.)

CONTENT	METHODOLOGY
(2) Our Political Future - Trouble, Trouble, Rubble. (League of Nations, U.N.-failures and successes)	LG
#* "An Enemy of the People" - Ibsen, Adventures in World Literature pp 595-681	IS
*# "Government in Action-United Nations" (FS)	IS
U.S.E. (United States of Earth)??	Seminar
#* "Locksley Hall" - Tennyson, Adventures in English Literature, P 513	IS
#* "Ulysses" - Tennyson, Adventures in English Literature, pp 514-15	IS
(3) Contemporary Pasture - Is it Grazing Land or World Arena? (U.S. as world police force or isolation)	LG
Should we continue to police the world or should we pull back to "our little island?"	Seminar
#* "The World State" - Chesterton, Adventures in English Literature, p 674	IS
(4) Our Home Garden: Flowers or Weeds (local, county, state view of problems) (law and order, mafia, citizens' rights)	LG
Are States' rights a hindrance to international political cooperation?	Seminar
#* "The Politics of the New Nations: The Erosion of Western Democracy" - Promise and Perils, pp 20-28	IS

UNIT VII I TITLE THE FUTURE OF MAN

EVALUATION QUESTIONS FOR STUDY

(1) How does the play Macbeth show the evils of absolute power?

(2) In what ways do communism and American capitalism differ?

(3) What do you visualize in the political future?

UNIT VII TITLE THE FUTURE OF MAN

RESOURCES

Films:

Mar. 9-20 (1) "To the Moon" (21st Cent.)
(2) "Nightmare in Red" (State Film Lib.)
(3) "Backfire" (State Film Lib.)

Audio Tapes:

(1) "Freedom and Government" JC501
(2) "Law and Freedom" JC131
(3) "War and Peace" JX 1904.5

Reproductions:

Roualt - "Heads of Two Clowns" (AR 307)
Delacroix - "Liberty Leading the People"

"English Men and Ideas" - Voltaire, Gateway to the Great Books VII, pp 332-78

"On World Government" - Dante, Gateway to the Great Books, VII pp 383-99

"A Lasting Peace Through the Federation of Europe" - Rousseau, Gateway to the Great Books, VII, pp 405-36

"Perpetual Peace" - Kant, Gateway to the Great Books, VII, pp 441-76

"The Leviathan" - Hobbes

The Republic - Plato

Bread and Wind - Silome

Political Poems - Shelley

Winterset - Anderson

The Last Hurrah - O'Connor

The Bridge at Andou - Michener

The Bosses - R. Martin

Brave New World - Huxley

Brave New World Revisited - Huxley

Diary of a Young Girl - Frank

Doctor Zhivago - Pasternak

"Understanding Our Constitution" - J. Lieberman (pamphlet

What we Should Know About Communism - Overstreet

Utopia - Sir Thomas Moore

"Return to the Neighborhood" - tape

In Place of War - American Friends Committee

To Seek a Newer World - R. Kennedy

In a Few Hands - E. Kefauver

The Essence of Security - R. McNamara

"The Vietnam Primer" - Ramparts Magazine

Animal Farm - G. Orwell

1984 - G. Orwell

What We Must Know About Communism, H. Overstreet

UNIT IX TITLE THE FUTURE OF MAN

TOPIC What are the ethical problems which affect man's search for survival and values?

CONCEPT Ethics must be removed from the arena of gamesmanship if man is going to realize moralistic fruitation.

OBJECTIVE To illustrate the ethical problems that confront society and to influence a re-evaluation in ethical structure and ethical behavior.

CONTENT	METHODOLOGY
(1) To each his own - what is my own? (Define value, codes, ethics. Where did they come from? How used? Significance to life)	LG
* "In the Steppe" - M. Gorky - Adventures in World Literature, pp 838-54	IS
* "The Rubaiyat of Omar Khayyam" - Adventures in World Literature, pp 433-40	IS
#* "Sonnet 43" - E. B. Browning - Adventures in English Literature, pp 527-28	IS
Student appraisal of his own code of ethics at this time.	Seminar
Present ethical problem and have student show both sides of the problem.	Lab.
* Othello - W. Shakespeare	IS
# Lord Jim - J. Conrad	IS
(2) "Keep the Faith" (church influence in ethical codes, and demanded changes undergone by the church and problems of today that may force changes.) (abortion, celibacy, birth control) - Humanism out of dark ages, etc.	LG
#* "If, Lord, Thy Love For Me Is Strong" - St. Teresa, - Adventures in World Literature, p 249	IS
#* "Sermon on the Mount" - Beatitudes, Holy Bible	IS
* "But the Greatest of These Is Charity" - Adventures in English Literature, p 205	IS
* "The Ideal Wife" - Adventures in English Literature, p 205	IS
#* "The Tiger" - Blake - Adventures in English Literature, p 358	IS

UNIT IX TITLE THE FUTURE OF MAN

TOPIC What are the ethical problems which affect man's search etc.(Con

CONCEPT Ethics must be removed from the arena of gamesmanship etc.

OBJECTIVE To illustrate the ethical problems confronting society etc.

CONTENT	METHODOLOGY
(2) Continued	
Relating to ethics - How do further applications of humanistic concepts affect religion?	Seminar
#* "Humanism" - tape	IS
Will technology take the place of religion?	Seminar
(3) I perceive, you see (ethics in philosophy) (non-church beliefs - existential, astrology, transcendentalism, aetheism - non-christian beliefs - Hinduism, Buddhism , Mohammedanism)	LG
#* Encyclopedia definitions of the above	IS
Today's problems as seen through the eyes of these different beliefs.	Seminar
* "The Bishop Is Expelled" tape	IS
(4) It's O.K. as long as I can get away with it- or the ethical dropout. (ethics in everyday life, cheating, price fixing, school, etc.)	LG
*"Compensation" - R. W. Emerson, Adventures in American Literature, p 581	IS
* "Lines Written In Early Spring" - Wordsworth, Adventures in English Literature, p 386	IS
#* "The Problem of Ethics for the 20th Century Man" - A. Schweitzer-Contemporary Essays, pp 375-96	IS
* "Conscience, Man's Recall to Himself" Fromm, Contemporary Essays, pp375-96	IS

UNIT IX TITLE THE FUTURE OF MAN

TOPIC What are the ethical problems which affect man's search etc.

CONCEPT Ethics must be removed from the arena of gamesmanship etc.

OBJECTIVE To illustrate the ethical problems confronting society etc.

CONTENT	METHODOLOGY
(5) What Price Profit Expand and pollute - business desire to grow at any cost.	LG
Planned obsolescence - Is it necessarily unethical?	Seminar
Is price control needed?	Seminar
What needs to be done to create a more moralistic business climate?	Seminar
#* "Morality and Religion" - A. Montague record	IS
(6) Apathy - the way to extinction (apathy in politics - conflict of interest - porkbarreling)	LG
#* "The Search for World Peace" - World History: The Clash of Ideas, pp 96-109	IS

UNIT IX TITLE THE FUTURE OF MAN

EVALUATION QUESTIONS FOR STUDY

(1) Since we are aware that our codes of ethics are based upon religious learning and since there are so many wrongs in the current world, then it follows that religions' structure of morals is wrong. Support or refute this statement.

UNIT IX TITLE THE FUTURE OF MAN

RESOURCES

Films:

Apr. 13-27 (1) "The Mystery of Life" (21st Cent.)
(2) "Man-Made Man" (21st Cent.)
(3) "Debt to the Past" (State Film Lib.)

Audio-Tapes:
(1) "Dimensions of a New Age" (11-tape series)
(2) "Life" Q 331

Reproductions:
Botticelli - "Birth of Venus" (AR 325)
" - "Adoration of the Magi" (AR 318)

"Good and Evil" - E.B. Syntopicon Vol.I, pp 605-613
"Courage" - Syntopicon, Vol. I, pp 252-59
"Custom & Convention" - Syntopicon, Vol. I, pp 268-276
"God" - Syntopicon, Vol. 1, pp 543-558
"Happiness" - Syntopicon, Vol. 1, pp684-93
"Honor" - Syntopicon, Vol. 1, pp 728-735
"Love" - Syntopicon, Vol. 1, pp 1051-58
"Religion" - Syntopicon, Vol.II, pp 588-97
"Sin" - Syntopicon, Vol. II, pp 752-60
"Soul" - Syntopicon, Vol. II, pp 791-98
"Theology" - Syntopicon, Vol. II, pp 882-90
"Truth" - Syntopicon, Vol. II, pp915-922
"Virtue" & "Vice" - Syntopicon, Vol II, pp975-983
"Tradition and Individual Talent" - Eliot - Gateways to the Great Books, Vol. V, pp 404-411
"Characters" - LaBruyere - Gateways to the Great Books, Vol VI, pp 102-105
"The Obligation to Be Intelligent" - Erskine - Gateways to the Great Books, Vol. X, pp 5-13
"The Ethics of Belief" - Clifford - Gateways to the Great Books, Vol.X pp 16-36

"Principle" - Syntopicon, Vol. II, pp 420-27
"Will" - Syntopicon, Vol. II, pp 1071-82
The American Way of Death - J. Mitford
Arrowsmith, Lewis
"Abou Ben Adem" - Leigh Hunt
Oedipus Rex - Sophocles
"Meditations" - Marcus Aurelius - Adventures in Western Literature, pp 1093-95
St. Augustines' "Confessions" - Adventures in Western Literature, pp 1095-98
"Chinese Proverbs" - Confucius, Adventures in Western Literature, pp 1184-5
"Dedication" - Schweitzer, Adventures in Western Literature, pp1248-51
"Voluntarics III" - Emerson, Adventures in American Literature, p 582
"Walden" - Thoreau, Adventures in American Literature, pp591-94

UNIT IX TITLE THE FUTURE OF MAN

RESOURCES (CONTD.)

"Divina Commedia" - Longfellow, Adventures in American Literature, pp 607
"The Chambered Nautelus" - Holmes, Adventures in American Literature, pp618
"Socrates" - Hagedorn, Adventures in Appreciation, pp 295-300
"His Death" - Plato - Adventures in Appreciation, pp 301-304
"When I Have Fears" - Keats - Adventures in Appreciation, p 460
"In Memoriam" - Tennyson - Adventures in Appreciation, pp 521-23
"Rabbi Ben Ezra" - Browning - English in Literature,
The River - R. Godden
"The Book of Job" - Chase - Contemporary Essays, 397-412
"The Good Man & The Good Life" - Contemporary Essays, pp 412-30
"Education for Freedom" - Huxley - Contemporary Essays, pp 430-39
"A Primer of Existentialism" - Contemporary Essays, pp 439-50
Doctor's Dilemma - Shaw
The Jungle - Sinclair
The Countess Cathleen - Yeats
All My Sons - Miller
"Ethical Systems of Our Social Structure" Introductory Encyclopedia of Social Science - pp 157-166
"What Price Creativity?" - NCAT tape
The Schweitzer Albam - E. Anderson
Catholicism, Protestantism, Buddhism, Hinduism, Judaism, Mohammedanism
(The Religions of the World Series)
The Best of Fact - A. Ginsburg
Reput to Greco - N. Kazantzaki
Zorba the Greek -
In Place of War - Friends Society
Spaceship Earth - Ward
Mary - S. Asch
Moses - S. Asch
The Nazarene - S. Asch
The Apostle - S. Asch
"The Barretts of Wimpole Street" - R. Besier
The Life of Samuel Johnson - J. Boswell
The Pilgrim's Progress - J. Bunyan
Canterbury Tales - Miguel de Miguel Cervantes
Human Destiny - Licompte DuNouy
Faust - Johann Wolfgang Goethe
The Scarlet Letter - N. Hawthorne
The Greatest Book Ever Written - F. Oursler
The Greatest Story Ever Told - "
Wind, Sand, and Stars - Exuperay-Saint
River of the Sun - James Ransey Ullman
The White Tower - " " "
The Song of Bernadette - Franz Werfel

UNIT X TITLE THE FUTURE OF MAN

TOPIC What are the aesthetic problems which affect man's search for survival and values?

CONCEPT Aesthetic values should be foundational and elevating element used toward the betterment of man and his environment

OBJECTIVE To reveal the wide spectrum of the aesthetic in man's activities and environment - and the potentialities of various directions on value.

CONTENT	METHODOLOGY
(1) A Culture Cult? (Aesthetic & Social Man)	LG
"Artificiality is an obstacle in the arts."	Seminar
#* "Miracles" - Whitman - Adventures in American Literature, p 745	IS
(2) "Tripping in All Directions" (Aesthetics & Psychological Implications)	LG
"What do the various works in the arts reveal about ourselves?"	Seminar
#* "Silence" - E. L. Masters - Adventures in American Literature, pp 272-275	IS
#* "Renascence" - E. S. Millay - Adventures in American Literature -311-18	IS
#* "To Helen" - Poe - Adventures in American Literature, p 537	IS
(3) "No Admission for Aesthetics?" (Aesthetics and technological implications)	LG
#* "About Work" - Gibran from The Prophet - Adventures in World Literature, pp 1262-65	IS
Is it possible that our technological emphasis is an inhibitor of the aesthetics?	Seminar
* "The Possible City" - Lynch - Environment and Policy, pp 137-165	IS
#* "Housing in the Year 2000" - Abrams Environment & Policy, pp 209-238	IS

UNIT X (Contd.) TITLE THE FUTURE OF MAN

TOPIC What are the aesthetic problems which affect man's search (Contd

CONCEPT Aesthetic values should be foundational etc. (Contd.)

OBJECTIVE To reveal the wide spectrum of the aesthetic etc. (Contd.)

CONTENT	METHODOLOGY
(4) "If it sells it's O.K.?" (Aesthetic, ethical, and economical implications)	LG
Is man a counting and/or a be-counted animal?"	Seminar
(5) "I like it, PERIOD!" (Aesthetics as aesthetic experience)	LG
How can aesthetics become an intrinsic part of your life?	Seminar
#* "The Mountain Whippoorwill" - S. V. Benet- Adventures in American Literature, pp 284-87	IS
#* "Snowbound" - Whittier, Adventures in American Literature, pp 24-31	IS
"Man's future - aesthetic paradise or aesthetic void?" (Comment)	Evaluation
#* "The Arts and Modern Society"-Taylor, Environment & Change, pp 30-54	IS
#* "My Love is like a Red Red Rose" - Burns, Adventures in Appreciation, p 403	IS
#* "The Cloud" - Shelley, Adventures in English Literature, pp 442-44	IS
#* "To A Skylark" - Shelley, Adventures in English Literature, pp444-47	IS
#* "Ode on a Grecian Urn" - Keats, Adventures in English Literature, pp455-6	IS
#* "Crossing the Bar" - Tennyson, Adventures in English Literature, pp 523	IS
#* "My Last Duchess" - Browning, Adventures in English Literature, pp 534-5	IS
#* "Silent Noon" - Rossetti, Adventures in English Literature, p 547	IS
#* "Do Not Go Gentle in to That Good Night" - Thomas, Adventures in English Literature pp 595-6	IS
#* "My Heart's in the Highlands" - Burns - Insights into Literature, p372 (record)	IS
#* "What Makes Music American"-Bernstein - Values in Literature, pp 405-10	IS
#*"The Basis of Art" - Santayana, Contemporary Essays, pp 335-9	IS
#* "What Men Live By" - Cary-Contemp.Essays pp339-40	IS

UNIT X TITLE THE FUTURE OF MAN

EVALUATION QUESTIONS FOR STUDY

(1) Man's future - AESTHETIC paradise or ANESTHETIC void?

Comment!

UNIT X TITLE THE FUTURE OF MAN

RESOURCES

Films:

May 1 (1) "The Meaning in Modern Art" (Indiana)
May 4 (2) "Art in Our World" (State Film Library)
May 4 (3) "Changing Art in Changing World" (Indiana)

Audio Tapes:

(1) "Why We Study Visual Arts" N87
(2) "Leonardo DaVinci: Painter, Scientist, Inventer" N6923.LS
(3) "Frank Lloyd Wright" NA 737W9
(4) "All the World's A Stage" HT609
(5) "Prospects in Arts & Sciences" BD232

Reproductions:

Rousseau- "Equatorial Jungle" (AR 24)
Pollock - "Composition" (AR 73)
Toulouse-Lautrec - "Moulin Rouge Bal (AR 181)
Seurat - "Banks of the Seine" (AR 183)
Feininger - "Sight of a Village" (AR 305)

"Beauty" - E. B. Syntopicon, Vol. I, pp 112-118
"Art" - E. B. Syntopicon, Vol. I, pp 64-86
"Of Beauty" - Bacon, Gateway to the Great Books, Vol. II, pp 94-95
"Of the Standard of Taste" - Hume, Gateway to The Great Books, Vol. V pp 94-95
"On The Comparative Place of Interest & Beauty in Works of Art" - Schopenhauer, Gateway to the Great Books, Vol. V, pp 143-50
"Of Refinement in The Arts" - Hume, Gateway to The Great Books, Vol.VI pp 52-62
"The Art of Life" - Pater - Gateway to the Great Books, Vol. X,pp258-6.
"Autobiography" - Cellini -(on casting the bronze statue of Perseus) Adventures in Western Literature, pp 359-63
"Michaelangelo" - Ludwig - Adventures in Appreciation, pp 288-94
"Imitation as an Aesthetic Form" - Butcher, Contemporary Essays, pp 317-34
"Power of the Symbol - Cary - Contemporary Essays, pp 342-44
"The Personality of the Poet" - Read, Contemporary Essays, pp 344-61
Lust For Life - Stone
The Agony and The Ecstacy - Stone
"What Men Live By" - Contemporary Essays, p342
"The Power of Symbols" - Contemporary Essays,
"In Praise of Music" by Richard Lewis (Lib. 780 L676i)
"Basic Design" - Bates (Lib. 745.4 B329b)
"Keep to Art" - Canaday (Lib. 701 c213K)
"Gods Own Junkyard" - Blake (Lib. 711 B637g)
"What is Modern Painting?" - Barr (Lib. 759.06 B 278w)
"Praeger Picture Encyclopedia of Art" (Lib. 703 P 897a)
"Picture History of Painting" - Janson (Lib. 759 J 35p)
"American Artist (magazines) (Library)
"American Heritage (magazines) (Library)
"The Story of Art" - Gombrich (Lib. 709 G 632s)
"Encyclopedia of World Art" (Vol. I-XV) (Library)

UNIT X TITLE THE FUTURE OF MAN

RESOURCES (CONTD.)

"The Visual Arts" - MCAT tape
"Modern Art" - Gauguin - Life Filmstrip
"Henri Matisse - I & II - Life Filmstrip
"Vincent VanGogh" - Life Filmstrip
"Pierre Auguste Renoir" - Life Filmstrip
"Michaelangelo-The Sistine Chapel" - Life Filmstrip
"George Roualt" - Life Filmstrip
"Frank Lloyd Wright: Archetect of Vision" - NCAT Tape
"Autobiography" - Benvenuto Cellini
The Moon and Sixpence - W. Somerset Maugham

UNIT X TITLE THE FUTURE OF MAN

FINAL EVALUATION QUESTIONS FOR STUDY

(1) What is the Future of Man?

(2) What is required to achieve a better way of life?

(3) What is a better way of life?